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ABSTRACT

This document is a review of research literature on the preparation and certification of Georgia's professional educational personnel. Following a summary of research results, abstracts of the 71 studies pertaining to teachers and the 16 studies of administrators are listed chronologically. Master tables classify the subjects of the studies by: 1) personal, cognitive, performance, or educational attitudes; 2) level of professional development; 3) research design; and 4) the variety of variables studied. Seven projects for the professional development of educators and the results are also described. (CJ)

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BIBLIOGRAPHY AND LITERATURE REVIEW OF PROFESSIONAL PREPARATION AND PRACTICE IN GEORGIA FROM 1968 THROUGH 1979

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BIBLIOGRAPHY AND LITERATURE REVIEW OF PROFESSIONAL PREPARATION AND PRACTICE IN GEORGIA FROM 1968 THROUGH 1979

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About the Commission

The Professional Standards Commission was created by the General Assembly in March, 1976, to make recommendations to the State Board of Education regarding standards for "the preparation, certification, and professional growth of those who teach or perform educational duties in the school systems or schools" of Georgia.

The Professional Standards Commission may recommend to the State Board of Education standards for:

-Certification of educational personnel to practice in the public schools of Georgia;
-Pre-service preparation of personnel;
-Accreditation of teacher education programs;
-Certification through in-service training (Staff development);
-Objective measurement and evaluation of teaching competence as a basis of teacher certification;
-Examination on subject matter for certifying educational personnel;
-Committees in teacher education institutions to screen teacher candidates on the basis of academic, personal, and emotional fitness for the profession.

The Commission operates under a mandate from the Georgia Legislature in accordance with the "Georgia Professional Standards Act," approved March 25, 1976, as amended by an Act approved March 24, 1977, as amended by an Act approved April 16, 1979.

The Commission is composed of carefully screened professionals representing all levels of instruction from kindergarten through college, including teachers and administrators. It also includes representatives from the State Department of Education and from local school boards. The Governor appoints Georgia residents from nominees submitted by professional educator organizations. The State Superintendent of Schools appoints the representative from the Georgia Department of Education.

Service on the Commission is voluntary. Commission memebers are personally disinterested but professionally concerned. They serve without compensation. Reimbursement is made for travel, lodging, and meals directly related to Commission business. Teachers are provided released time for Commission business.

The Professional Standards Commission serves a unique function for education in Georgia as it provides a continuing research-based examination of the quality of educational personnel at both the preparatory and performance level, including not only beginning teachers but also experienced teachers, supervisors, and administrators. This role is essential to the continuous updating of professional qualifications and hence improvement of leadership and classroom instruction at all levels in Georgia schools.

This document is a review of research literature on education having relevance for the preparation and certification of Georgia's professional educational personnel. It was prepared and is published under the sponsorship of Georgia's Professional Standards Commission, which is a continuing advisory agency created by Governor George Busbee in 1976. This Commission serves as a task force charged with the responsibility of reviewing educational standards for professional personnel and, on the basis of its findings, making recommendations as to what actions should be taken by the State to upgrade Georgia's educators and educational systems.

Purpose of the Literature Review

The purpose of this literature review is to identify and summarize research studies conducted in Georgia having relevance for the preparation and certification of professional education personnel. It was produced in response to a desire of the Professional Standards Commission members to investigate the kinds of research completed with Georgia educators during the past ten years.

A Search for Pertinent Studies

The first activity of the project staff was to locate pertinent studies already completed which relate to Georgia's professional personnel. One approach employed was the mailing of letters to institutions of higher learning and local educational agency research departments, requesting information regarding pertinent research studies. Another approach involved the use of the Educational Resources Information Center (ERIC); this was accomplished by means of computer-assisted investigations. Other pertinent research studies were identified by personally contacting Georgia's professional leadership personnel aware of the existence of such studies, and by interviewing professors whose students may have conducted such research in obtaining graduate degrees. The bibliography and literature review are, however, limited in terms of the time range covered (1968 to the present), the geographic area included (Georgia), the amount of time allotted to this activity, and the willingness of various professionals to identify and share their knowledge of relevant research.

Preparation of Abstracts and Summary Tables

Currently, the project has compiled a bibliography containing a total of 158 references which are likely to have relevance to the concerns of the Commission. Contained within 65 of these references, there are 71 research studies relative to teachers and 16 research studies relative to administrators. Abstracts have been prepared for each of these studies. Other references appearing in the bibliography include theoretical and position papers, as well as descriptions of 7 projects.[1]

In conjunction with the preparation of abstracts, a master table has been created which relates personal, cognitive, performance and educational attitude characteristics of professional personnel with periods in their professional development[2] (ranging from pre-college to professional experience levels). The set of variables or characteristics, according to which the research has been categorized, is considered fairly comprehensive with regard to research on professional educators. These variables were derived from three sources: variables commonly investigated in research on educators; variables emerging from the literature review; and variables considered to be of possible interest to the Professional Standards Commission. An outline of variables investigated with related examples, has been prepared.[3] These examples should not necessarily be considered all-inclusive.

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[1] See Appendix F, pp. 145-156.

[2] See Appendix D, p. 126 and Appendix E, p. 136.

One master table has been prepared for research on teachers, and another has been prepared for research on administrators. Each of the reviewed studies has been noted within the table cells at the appropriate points. Entries in the cells of the tables correspond to the bibliographic listings of the studies by year (the last two digits of the year in which the study was published appear first) and citation number for that year. Studies may appear in as many as four cells of the table. Because they investigated too broad a range of variables, those studies of teachers and administrators that could not comfortably be classified in the master table described above are listed separately.[4] Studies are, in addition, categorized according to types of research design employed.[5] It is possible to examine patterns of entries on these tables and to determine areas or dimensions that have received little attention in the research literature, and other areas or variables that have received relatively greater emphasis. Directions for future research may be suggested by this type of analysis.

Research on Teachers

When research on teachers in Georgia is examined according to variables investigated and periods of professional development, personal characteristics of upper division studies in institutions of higher learning emerges as the most frequently studied category. Close behind in terms of frequency of study are the following: educational attitudes of upper division students; teaching performance of beginning teachers; and teaching performance of teachers beyond the first three years of professional experience.

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[3] See Appendix D, pp. 127-129 and Appendix E, pp. 137-139.

[4] See Appendix D, pp. 130-131 and Appendix E, pp. 140-141.

[5] See Appendix D, pp. 132-133 and Appendix E, pp. 142-143.

Examining the research on teachers in Georgia according to variables investigated alone, teaching performance emerges as the most frequently researched variable, followed closely by educational attitudes. Next most frequently studied have been personal characteristics, with cognitive characteristics being the least frequently researched category.

When research on teachers in Georgia within the larger categories of variables investigated is examined, a number of patterns emerge. Within the area of personal characteristics, for example, personal-social and affective characteristics have been researched most frequently, while no research was identified in the areas of basic literacy, physical, or creative/ artistic characteristics of teachers. Within the category of cognitive characteristics of teachers, relatively more research has apparently been completed in the area of general education than in areas such as knowledge of academic major and knowledge of teaching field, where no research studies were identified. Research studies on particular aspects of teaching performance (as distinguished from broad surveys of teaching competencies) have been conducted most often in the area of evaluating the program. No studies were identified in the area of professional conduct. Finally, with regard to research on educational attitudes, the largest number of studies has been conducted in the area of attitude toward teaching and learning, while no studies were identified in the areas of attitude toward learners and attitude toward self-development. The largest number of studies within any single subheading of variables investigated is also in the area of attitude toward teaching and learning.

Looking at the research on teachers in Georgia with regard to periods of professional development, it is evident that the overwhelming majority of work has been done with upper division students in institutions of higher learning. Second most frequently studied have been beginning teachers, followed closely by experienced teachers. Relatively little attention has been given to graduate teacher education students or lower division college students. The least attention has been paid to pre-college level students.

When research in which a wide variety of teacher variables were investigated is examined, reliability and validity studies of performance assessment instruments are most frequent. General survey studies were next most frequent, and the fewest studies have been completed measuring perceptions and attitudes of non-professionals relative to characteristics of teachers.

When studies of teachers are classified according to research design, it is evident that relatively little work has been done on a long-term longitudinal basis. Short-term longitudinal studies, on the other hand, have been conducted three times more frequently than long-term longitudinal studies. Most studies on teachers are, however, cross-sectional in design.

Along a second dimension of research design, comparative descriptive studies emerge as most frequent, followed closely by instrument development studies. Somewhat less frequently found are survey studies, followed by small numbers of simple descriptive and experimental studies. No ethnographic studies were found.

With regard to research designs for teacher-related studies, the most typical study tends to be cross-sectional/comparative descriptive. Next most frequent are cross-sectional/instrument development studies and finally, short-term longitudinal/instrument development studies. Little, if any, attention has been directed toward experimental or ethnographic studies. Few long-term longitudinal research studies were found.

In summary, teaching performance was the most frequently investigated variable in research on teachers, and cognitive characteristics was the least frequently researched variable. With regard to periods of professional development, upper division students in institutions of higher learning are most frequently studied, with the least attention given to pre-college students. In terms of research design, little work has been done with experimental or long-term longitudinal research and no ethnographic studies were found.

It should be noted that more than half the studies identified and reviewed relative to teachers were published during the years 1976-1978. An increase in research on teacher preparation and practice in recent years was therefore observed. Research conducted as part of larger projects such as the Teacher Assessment Project, the Competency Based Teacher Certification Project, and the Program Research and Evaluation Committee Project, appear to account for the increase in research activities during these years.

Research on Administrators

Examining the research literature on administrators in Georgia, it is evident that relatively few studies have been conducted. The majority of studies (13 of a total of 16) investigate a wide variety of criteria relative to administrator characteristics. Of these, eight are instrument development studies.

At the same time, little or no attention has been given to investigating variables such as personal characteristics, cognitive characteristics and educational attitudes of administrators. Somewhat more attention has been given to examining administrative performance in the research literature. Periods in the professional development of administrators have been largely ignored in research studies.

When studies of administrators are classified according to research design, it is evident that the majority of work done has been cross-sectional in nature. A small number of short-term longitudinal studies have been conducted but no long-term longitudinal research efforts have been undertaken.

Along a second dimension of research design, instrument development studies emerge as most frequent, followed by survey studies. Increasingly smaller numbers of comparative descriptive and simple descriptive studies were found. No evidence of ethnographic or experimental studies were found.

Thus, while little research has been conducted on administrators, half the studies identified investigate the reliability and validity of related assessment instruments. The most typical administrator-related study is cross-sectional/instrument development. Because of the scarcity of research on administrators, numerous gaps remain to be filled in by future research.

Again, it should be noted that more than half the studies identified and reviewed relative to administrators were published during the years 1976-1978. An increase in research on administrators in recent years was therefore also observed. Research conducted as part of Project R.O.M.E., and a number of doctoral dissertations, appear to account for the increase in research activities during these years.

Summary and Recommendations

The process of reviewing and classifying a wide range of research studies with Georgia's administrators and teachers during the past ten years has yielded some interesting results. As previously mentioned, it is doubtful that the research review reported in this document includes all research done on Georgia's educators during the past ten years. However, if the studies that were reviewed are a representative sample of existing research findings, then several suggestions about research with Georgia's educators can be made.

First, it is apparent that research on Georgia's teachers has been concentrated largely on samples of teacher education students during their junior and senior years in college, and with beginning teachers during the first year of employment. Of all teacher characteristics studies, fewest studies have focused on understanding cognitive characteristics of teachers. As with research on school administrators, few longitudinal studies have been undertaken with Georgia's teachers. Therefore, no systematic data base has been developed to begin understanding the relationship between teacher education program characteristics, preservice training activities, and actual on-the-job performance of Georgia's teachers.

Second, it is evident that little information has been forthcoming from research on school administrators which is useful in tying preparation and training to actual practice. Studying administrators at various periods in their professional development and relating such information to actual on-the-job performance has been largely ignored.

As the Professional Programs Evaluation Project proceeds in future years, it is recommended that a systematic means be established for updating research reviews and bibliographic listings of investigations of Georgia's educators. A centralized mechanism whereby the project could be informed of research efforts in the state should be established as soon as possible. Such a centralized system could be used to identify research trends and needs in the state and could aid the Professional Standards

Commission in keeping informed of ongoing research activities and results. Such information could then be stored by a computer for cross-classification and analysis. An updated bibliographic listing of studies of teachers and administrators and their associated key descriptors could be readily stored and retrieved by computer. Such a resource would not only be valuable to the Commission, but also to researchers in the state desiring literature reviews and summaries of research findings as they investigate Georgia's educators.

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Undated Material

1. Bryant, B. & Andrews, T. A staff development program for school counselors: In-service training. Cleveland, Georgia: Pioneer CESA Guidance Project, undated, 78pp.

2. Gimmestad, M. A staff development program for school counselors: Planning. Cleveland, Georgia: Pioneer CESA Guidance Project, undated, 129pp.

3. Kaltenbach, R.F. A staff development program for school counselors: Group facilitation. Cleveland, Georgia: Pioneer CESA Guidance Project, undated, 108pp.

4. Reardon, R.C. A staff development program for school counselors: Information processing. Cleveland, Georgia: Pioneer CESA Guidance Project, undated, 119pp.

5. Swanson, C. & Van Hoose, W. A staff development program for school counselors: Legal and ethical concerns. Cleveland, Georgia: Pioneer CESA Guidance Project, undated, 122pp.

6. Warner, R.W., Jr. A staff development program for school counselors: Individual counseling. Cleveland, Georgia: Pioneer CESA Guidance Project, undated, 113pp.

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APPENDIX B

Summaries of Research Studies on Teachers

79-1. Coker, J.G. & Coker, H. Operationalization of the objectives of student teaching.

Purpose of the Study/Method

"To observe and record the behaviors exhibited by student teachers during the final six weeks of their practice teaching...{in order} to determine whether or not the student teachers manifested the behaviors identified as desirable and important for student teaching by the faculty of the College of Education, Georgia State University." Using the Georgia Assessment of Teacher Effectiveness (GATE) instrument, trained observers evaluated 33 elementary school student teachers during the Fall quarter of 1977. These ratings were then compiled and analyzed.

Results and Conclusions

Findings revealed that "...student teachers do vary in the way they exhibit the behaviors {measured by the GATE instrument}." Therefore,... "there is a method of evaluating the classroom interactive portion of the student teaching program which verifies the extent to which student teachers display the knowledges and skills which the program intended {them to have mastered}." Other implications of the findings are also discussed.

79-5. Elmore, R.F. & Ellett, C.D. A canonical analysis of personality characteristics, personal and teaching practices beliefs, and dogmatism of beginning teacher education students.

Purpose of the Study/Method

"The purpose of the present study was to examine multivariate relationships between personality characteristics and beliefs and attitudes of beginning teacher education students using canonical correlation analysis." The sample consisted of 191 entering female students in early childhood, elementary and middle school teacher education programs at the University of Georgia. A battery of instruments was administered including the following: Sixteen Personality Factor Questionnaire, Brown Personal Beliefs Inventory, Brown Teacher Practices Inventory, and the Rokeach Dogmatism Scale.

Results and Conclusions

"A significant canonical correlation...was established between factors M (practical vs. imaginative), and Q1 (conservative vs. experimenting) of the Sixteen Personality Factor Questionnaire and the total scores on the Brown Personal Beliefs and Teacher Practices Inventories. Prospective teachers who indicate a high amount of agreement with Dewey's philosophy of education on the Brown instruments appear to also score high on the imagination and experimentation factors of the Sixteen Personality Factor Questionnaire." Implications for the screening of potential teacher education students are noted by the authors.

79-7. Reiff, J.C. An analysis and evaluation of selected aspects of the University of Georgia elementary education programs.

Purpose of the Study/Method

To examine the effectiveness of the elementary and early childhood programs at the University of Georgia by investigating the following: "teaching competencies of 60 student teachers from 1977-78 who had been assessed on four Teacher Performance Assessment Instruments (TPAI); recommended minimum scores for UGA student teachers on the TPAI; student teacher perceptions of the effectiveness of the teacher education programs in providing teaching competencies on the Student Teacher Survey Instrument (91 students); and perceptions of 24 College of Education faculty relative to the effectiveness of their courses in providing students with the teaching competencies on the Faculty Survey Instrument. Participants gave permission for TPAI results to be released. Surveys were completed by students in group sessions, and by faculty on an individual basis."

Results and Conclusions

Among the findings reported by Reiff are the following: (1) "Significant differences were found among the mean ratings of three data sources (data collector, supervising teacher, pupils) when they assessed student teachers on the Teacher Performance Assessment Instrument. The pupils generally were the highest, and data collectors were usually the lowest ... ."(2) "The ratings assigned student teachers were at the same level or above the designated minimum scores...." (3) "On the student teacher survey instrument, significant differences were found between the early childhood and elementary student ratings on five of the twenty competencies."

78-1. Adams, P.T., Johnson, C.E., Okey, J.R. & Capie, W. *Principals, supervisors, and beginning teachers: Their opinions regarding competencies for the professional certification of teachers*.

Purpose of the Study/Method

To examine "the ratings of 33 selected competency statements to determine if differences existed in their mean scores." A group of "85 principals, 74 supervisors, and 942 beginning teachers were selected for this study." They rated 52 selected competency statements gathered from various sources in relevant fields of literature. Ratings of each of the groups were then compared.

Results and Conclusions

Principals related many competency statements higher than other groups, suggesting that they see more competencies as essential to teaching than either supervisors or beginning teachers. Other specific findings about, and recommended uses of, these competencies are presented.

78-4. Butler, R.J. A comparative appraisal of the University of Georgia secondary English education evaluation procedures and the Georgia criterion-referenced test in communicative arts.

Purpose of the Study/Method

"To further validate instruments used by the University of Georgia... to measure prospective teachers' knowledge, attitudes and performance; {and} to use these instruments in a comparative, evaluative study of the Georgia Teaching Field Criterion-Referenced Test in Communicative Arts (CRT-CA)." Two groups of 40 teacher candidates who finished UGA in 1975-76 and 1976-77 were administered all instruments and their responses were then analyzed.

Results and Conclusions

"The study revealed no significant relationship between the CRT-CA and any {of the other} measures of performance. The results force the conclusions that none of the prediction measures holds much potential for positive prediction of classroom performance...{nor} for predicting anything other than performance on other instruments also measuring knowledge."

78-5. Capie, W., Ellett, C.D., Okey, J.R. & Johnson, C.E. A factor-analytic study of the Teacher Performance Assessment Instruments: A working paper.

Purpose of the Study/Method

To determine "whether indicators and competencies comprising the Teacher Performance Assessment Instruments (TPAI) would be arranged in a manner in which they were originally classified when subjected to a series of factor analyses." Three separate analyses were carried out on data which were "received from a sample of 208 beginning teachers in the Griffin CESA district in the fall of 1977."

Results and Conclusions

"Collectively, the results of the factor analyses of the TPAI indicators generally supported their original classification but suggested that the TPAI structurally consists of six factors." Also, "the separate analyses of {instruments within the TPAI}...only partially confirmed the original indicator/competency classifications." Some evidence was found for the construct validity of the TPAI.

78-6. Capie, W., Ellett, C.D., Okey, J.R. & Johnson, C.E. Selected
*(I) investigations of the reliability of the Teacher Performance Assessment Instruments (a working paper).

Purpose of the Study/Method

To investigate the extent to which "raters' assessments {are} similar when the same video-taped classroom performances are rated with an interval between ratings." "Twenty-three trained raters were enlisted to rate two sets of three videotapes...two weeks apart." Afterwards, these ratings were compared for amount of agreement between each rater's first and second sets of ratings of the same videotapes. "Three indices of agreement were computed." Three parts of the Teacher Performance Assessment Instruments (TPAI) were selected as measuring devices for this study.

Results and Conclusions

The findings show unexpectedly low agreements between the raters' first and second sets of ratings. In explanation, it was suggested that the statistical analysis used might not have been the most appropriate one and that the raters' lack of actual field experience caused their erratic performance.

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*This is a review of one of four studies contained in this reference.

78-6. *(II) Capie, W., Ellett, C.D., Okey, J.R. & Johnson, C.E. Selected investigations of the reliability of the Teacher Performance Assessment Instruments (a working paper).

Purpose of the Study/Method

To determine "to what extent {trained data collectors} use the same descriptor rating scale point to describe the teaching performance." A total of 69 data collectors working in Griffin and Polk Counties visited several classrooms and rated teachers using parts of the TPAI (see Study I above). The data were analyzed in two ways to determine the amount of agreement among raters on teacher performance.

Results and Conclusions

"The exact agreement results were not as high as desired, though they are considered supportive of eventually being able to obtain acceptable interrater agreement levels among trained data collectors and other sources." Some parts of the TPAI were found to be more amenable to establishing interrater agreement and explanations for this finding are discussed.

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*This is a review of one of four studies contained in this reference.

78-6. Capie, W., Ellett, C.D., Okey, J.R. & Johnson, C.E. *Selected*
*(III) *investigations of the reliability of the Teacher Performance Assessment Instruments (a working paper)*.

Purpose of the Study/Method

To determine "to what extent {*trained* observers' ratings are} internally consistent (homogeneous) as a group...{when they} view a teacher's professional performance...or...lesson plans." "A total of 120 selected educators from...Georgia participated in the training during Summer, 1977, in Athens." They learned to use parts of the TPAI to rate teachers' performances and products. Their ratings on videotaped teaching and portfolios of lesson plans were analyzed for reliability.

Results and Conclusions

"Results reported for the three TPAI instruments suggest that total scores for the instruments may have interpretability...when trained raters are used." Also, "...the results demonstrate the replicability (generality) of internal consistency estimates across different kinds of teaching performances." Evidence was found, that is, for the reliability of the parts of the TPAI which were selected for this study.

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[*] This is a review of one of four studies contained in this reference.

78-6. Capie, W., Ellett, C.D., Okey, J.R. & Johnson, C.E. Selected
*(IV) investigations of the reliability of the Teacher Performance Assessment Instruments (a working paper).

Purpose of the Study/Method

To determine "to what extent...{untrained observers' ratings are} internally consistent (homogeneous) as a group...{when they} view a teacher's professional performance...or lesson plans." The videotapes and lesson plans used in Study III above were evaluated by 9 untrained observers using parts of the TPAI. The amount of agreement among these raters was then analyzed.

Results and Conclusions

It was found that "even untrained observers can rate teacher performances and portfolios with some consistency from one situation to the next." The same parts of the TPAI were less reliable with the untrained than with the trained observers.

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*This is a review of one of four studies contained in this reference.

78-7. Capie, W., Kolok, J. & Hale, L.A. The objectivity of classroom observation scales.

Purpose of the Study/Method

"To determine the degree to which inter-rater agreement is affected by using a system where each scale point is defined by a descriptor particularly created for the quality being rated" on the Georgia Teacher Performance Assessment Instruments (TPAI). Thirty-three subjects rated videotaped teacher performances using the TPAI. Ratings were first made using the simple scale of 1-5 with no descriptors provided for each scale number. The second set of ratings was made with detailed descriptors of each number on the scale.

Results and Conclusions

Approximately 66% of the subjects "were able to choose the same scale point (i.e., number) when descriptors were available. Rates of agreement were increased from about 45% to about 70% when descriptors were available and observers were trained in their use."

78-9. Coker, J.G. & Coker, H. A study of student teaching using direct observation.

Purpose of the Study/Method

The purpose of this study was to determine whether student teachers exhibit "...those behaviors identified as desirable and important for student teaching by the faculty of the College of Education, Georgia State University. Sixteen behavior statements were selected. Observations of 33 elementary student teachers were made during the Fall quarter, using the Georgia Assessment of Teacher Effectiveness (GATE) instrument. The authors together with Medley, Soar and others, determined those GATE items measuring each competency statement, and which groups of items would be used for assessment purposes.

Results and Conclusions

It was found that "...the GATE observation instrument recorded 14 of the 16 clusters of items...which parallel selected behaviors..." identified by faculty. Moreover, "...student teachers do vary in the way they exhibit the behaviors thought to be important and desirable by the faculty ...when observed with a systematic, low-inference, direct observation instrument." The authors note the potential of this approach for the evaluation of student teachers' knowledge and skills as well as teaching effectiveness.

78-13. Ellett, C.D. & Elmore, R. The relationship between measures of cognitive achievement, personality, and belief system for preservice teachers.

Purpose of the Study-Method

"To examine the relationships between cognitive performance and personality and belief system characteristics of teacher education students exiting a preservice program. Cognitive achievement was assessed by the National Teacher Examination (NTE) and grade point average (GPA), and personality characteristics were established by the Sixteen Personality Factor Questionnaire (16PF), the Rokeach Dogmatism Scale (D Scale), the Personal Beliefs Inventory (PBI) and the Teacher Practices Inventory (TPI)." Subjects in this study were 55 female elementary education students who graduated from the University of Georgia from 1975-1977. They were administered the instruments listed above after they completed their student teaching.

Results and Conclusions

"Specific predictions about student success in teacher education programs, using cognitive criteria such as NTE and GPA, might be enhanced by the inclusion of TPI scores with other variables." Further, it was generally noted that "preservice teachers' achievement in college as assessed by the NTE and GPA may be partially explained by their agreement with the teaching practices beliefs of John Dewey {as assessed by the TPI}." Finally, it was also suggested that "program planners might profit from using the TPI as a pre-planning and/or screening device for students entering teacher education programs."

78-14. Ellett, C.D., Johnson, C.E., Capie, W. & Okey, J.R. A study of the criterion-related validity of the Teacher Performance Assessment Instruments: Comparable instruments investigation (a working paper).

Purpose of the Study/Method

To investigate "the criterion-related validity of the Classroom Procedures (CP) and Interpersonal Skills (IS) components of the Teacher Performance Assessment Instruments (TPAI) by comparing TPAI assessments with assessments derived from two other widely used teacher/classroom observation instruments." The other two instruments were the Teacher Practices Observation Record (TPOR) and the Purdue Observational Rating Scales (ORS). "Subjects for the study consisted of a random sample of 28 experienced...teachers in...an 8 county educational services agency surrounding Griffin, Georgia."

Results and Conclusions

It was noted that "some support for the hypothesized relationships between the instruments, and evidence of criterion-related validity" was found. Also, "this procedure was generally a reliable one in the sense that the TPOR composites and selected scales of the ORS demonstrated many significant relationships with the TPAI indicators." However, more investigation is needed to establish further the validity of the CP and the IS.

78-15. Ellett, C.D. & Masters, J.A. Learning environment perceptions: Teacher and student relations. Invited presentation in Christopher B. Keys (Chair), *Learning Environments*.

Purpose of the Study/Method

"To examine multivariate relationships between teacher and student perceptions of characteristics of the school environment." "The sample for the study consisted of 8,461 students and 1,695 teachers in 81 elementary schools in the State of Georgia." Instruments used were the School Survey (SS) and the My School (MS) inventory and were given within a one-week period during 1978.

Results and Conclusions

It was noted that "these findings indicate that the school environment seen as educationally productive and having community support by teachers can exist with poor administrative practices at an organizational level external to the school building (e.g., Central Office)." Many other interpretations of the findings are discussed, in conjunction with implications for further research.

78-16. Ellett, C.D., Masters, J.A., & Pool, J.E. *The incremental validity of teacher and student perceptions of school environment characteristics*.

Purpose of the Study/Method

"To establish the incremental validity of high inference, multiple dimension measures of student and teacher perceptions of the school environment." "Samples for the study consisted of 6,151 fourth-grade students ...in 89 elementary schools and 1,018 teachers in 41 elementary schools in...Georgia." Teachers answered the School Survey (SS) and students answered the My School (MS) inventory and the My Class Inventory (MCI). Criterion measures for the students were based on the Iowa Test of Basic Skills (ITBS) scores and Average Daily Attendance (ADA) figures. Multiple regression analyses were performed on the responses to all measures.

Results and Conclusions

Results showed general support for the incremental validity of the measures employed here. Many more specific conclusions and related implications are discussed. For example, it is noted that "...more commonality {apparently} exists between teacher perceptions of the school environment and school achievement and attendance, than between these same criterion variables and student perceptions."

78-17. Elmore, R.F. & Ellett, C.D. Personality and belief system correlates of cognitive outcomes for teacher education students: John Dewey and the NTE.

Purpose of the Study/Method

"The purpose of this investigation was to examine relationships among selected personality and affective characteristics and cognitive outcomes for a sample of teacher education students exiting the University of Georgia teacher education program." The sample consisted of 63 preservice teachers. The instruments administered were as follows: 16 Personality Factor Questionnaire (16PF); Brown's Personal Beliefs Inventory (PBI); Brown's Teacher Practices Inventory (TPI); and the Rokeach Dogmatism Scale (D Scale). National Teacher Examination (NTE) scores and cumulative grade point averages (GPA) were the criterion variables.

Results and Conclusions

For the NTE, both the Weighted Common Examination (WCET) and the NTE Total scores (NTET) showed moderate and significant correlation with only one 16 PF factor--Trusting vs. Suspicious. Only one 16 PF factor--Forthright vs. Shrewed--showed significant correlation with GPA. "The D Scale scores were significantly, though negatively correlated with all three cognitive outcomes: WCET...NTET...and GPA... .The PBI scores failed to significantly correlate with any of the criterion variables. The TPI, however, was significantly...correlated with all three cognitive outcomes: WCET... NTET...and GPA...." The authors conclude that "...certain personality characteristics and teaching practices beliefs are significantly related to traditional cognitive outcomes associated with preservice teacher education students.

78-19. Hadaway, F.J. Selected personal characteristics related to job satisfaction of public high school business teachers.

Purpose of the Study/Method

"To investigate the relationships between selected personal characteristics of public high school teachers and specific job satisfaction factors. A Personal Data Questionnaire (PDQ) and the Minnesota Satisfaction Questionnaire (MSQ) were utilized as measurement instruments on the random sample of 676 public high school business teachers in Georgia." Their responses were analyzed to examine the determinants of job satisfaction and to determine how personal characteristics affect degrees of job satisfaction.

Results and Conclusions

"Those aspects {of the work environment} identified as most satisfying were: Social service, Moral values, Activity, and Creativity. The least satisfying aspects were: Compensation, Advancement, School policies and practices, and Recognition." Several other findings of note are also discussed.

78-30. Lorentz, J.L. & Coker, H. A cross-validation using low-inference measures of classroom behavior.

Purpose of the Study/Method

To cross-validate several direct measures of teacher competencies. These measures were the direct observation instruments used in the Competency Based Teacher Certification (CBTC) Project. The data were gathered on over 3,000 students in 100 classrooms in Carroll County, Georgia, during the 74-75 and 75-76 school years. Student gains were compared with their teachers' measured competencies at the end of each of the two school years. Then a Fisher statistical technique was employed to combine the results from both years.

Results and Conclusions

"These data provide strong evidence that direct observation in actual settings can be used to provide stable measures of effective teaching." Thus, the measured competencies of the teachers were apparently directly related to the measured gains made by their students. Further, when the results of two or more studies (here, from two separate years) are combined, the reliability of those results is greatly enhanced.

78-31. Lorentz, J.L., Creamer, M.B. & Coker, H. The Georgia assessment of teacher effectiveness (GATE) as a predictor of reading achievement.

Purpose of the Study/Method

The purpose of the study was to answer the following questions: "1. Are the 15 dimensions [of classroom behavior related to student growth] derived from Medley's review observable in on-going classrooms? 2. Are these dimensions significant predictors of reading achievement? 3. Will the relationships reported which are contrary to popular belief be supported?... . The subjects of the present study, 36 classroom teachers of grades 5 and 6, are a subset of the 53 teachers from a large metropolitan school district who participated in the CBTE Project... . Each of these 36 teachers taught Reading to the students (N=820) in the sample selected." The Reading Comprehension subtest of the Iowa Test of Basic Skills was administered in the fall and the following spring. The Georgia Assessment of Teacher Effectiveness (GATE) was used with trained observers making six separate observations in each classroom.

Results and Conclusions

Thirteen of 15 dimensions of classroom behavior related to student growth, determined from the review by Medley, were observable in on-going classrooms in the GATE. Five of these dimensions emerged as significant predictors ($p<.05$) of reading achievement. One such predictor, for example, was the following statement: "Unstructured student behavior is negatively related to student gain for a given learning task; a balance between teacher structuring and student freedom provides the optimal setting for student gain." In addition, it was found that "the results generally support the statements derived from Medley's study."

78-32. Okey, J.R., Capie, W., Ellett, C.D. & Johnson, C.E. Teacher performance validation studies (a preliminary draft).

Purpose of the Study/Method

"To determine the validity of the competencies selected for teacher certification" in Georgia. Two studies were done in the 77-78 school year, employing a total of 56 beginning teachers. Study 1 used teachers of grades 1-5, while Study 2 used teachers of grades 6-12. Teacher competency scores were obtained from the Georgia Teacher Performance Assessment Instrument (TPAI). Pupil achievement scores were obtained either from the Metropolitan Achievement Test (MAT) or from teacher-made tests. Teacher competency scores and pupil achievement scores were compared by correlation techniques.

Results and Conclusions

It was found that "scores on 19 of 20 competencies correlated significantly with pupil achievement on either teacher-made or standardized tests." Further, "short-term achievement measured with teacher-made tests correlated significantly with the total instrument score and 3 of the 4 individual instrument scores. Long-term achievement measured by a standardized test correlated significantly and negatively with the Professional Standards instrument score."

78-34. Stulac, J.F., Boutselis, J.A., Kopp, R. & Olive, J. Special education competencies for teachers, final report, year II: A validation study in identification and measurement.
*(I)

Purpose of the Study/Method

"To determine which competencies {on the Beginning Teacher Assessment Instrument (BTAO) and the Classroom Observation Scale (COBS) could} successfully discriminate among special education teachers." Sixty-five volunteer participants were rated on the BTAI and COBS by trained observers and were simultaneously videotaped." A panel of 6 experts viewed the videotapes "independently and sorted the teachers by their own opinions of competency." The ratings of the experts were then compared with those made by the trained observers using the BTAI and the COBS.

Results and Conclusions

"On the BTAI, 14 out of 20 competencies were concurrently validated against the expert panel's ranking of teachers." "Of the 31 COBS items, 18 were found to be good concurrent measures of competence in special education teaching." Because special education students consistently rated those teachers high who were rated low by the experts, it was recommended "that the Student Perceptions component be dropped." Further, it was concluded "that the BTAI may be used for all teachers including those in special education, but that the COBS is an important addition in specifying competencies among this particular group of teachers."

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*This is a review of one of three studies contained in this reference.

78-34. Stulac, J.F., Boutselis, J.A., Kopp, R. & Olive, J. Special education competencies for teachers, final report, year II: A validation study in identification and measurement.
*(II)

Purpose of the Study/Method

To determine the construct validity of the BTAI and the COBS, using the same sample and data described before in Study I. "In addition, minimal competency rating levels were examined. The experts were asked to sort the teachers into three competency groups...and mean ratings on each competency were determined for each group. The divisions between groups were then called minimal competence points and proficiency points."

Results and Conclusions

"Specific competencies for the best discrimination among special education teachers were noted but the determination of minimal competency and proficiency points were inconclusive." Additional implications concerning demographic attributes such as age, sex, race, SES, experience, assignment, etc., were discussed.

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*This is a review of one of three studies contained in this reference.

78-34. Stulac, J.F., Boutselis, J.A., Kopp, R. & Olive, J. Special education competencies for teachers, final report, year II: A validation study in identification and measurement.
*(III)

Purpose of the Study/Method

"To discover how special and non-special education teachers differ in competency as a content validation procedure." Based on data from studies I and II above, a generic instrument was formed of the BTAI and COBS items which were previously validated. "Using only this generic instrument, a different sample of 193 participants representing all beginning teachers in 8 school districts was rated." A statistical analysis was performed to determine whether special and non-special education teachers are equivalent on the generic competencies.

Results and Conclusions

"Generally, it was concluded that generic teaching competencies do exist and can be measured but that special education teachers require additional special assessment items." Specifically, a Special Education Competencies for Teachers Assessment Instrument (SECT) was made up of 50 items drawn from the BTAI and the COBS. "The final list of competency indicators {i.e., the SECT} is recommended as a fair and accurate measure for special education teachers."

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*This is a review of one of three studies contained in this reference.

77-1. Bledsoe, J.C. & Flowers, J.D. Measuring beginning teachers' satisfaction with their pre-professional training.

Purpose of the Study/Method

To determine the validity and reliability of the Teacher Education Program Evaluation scale, a measure of beginning teachers' perceptions of their pre-professional training. Responses of 161 beginning elementary teachers who graduated from the University of Georgia in 1969 were examined. In addition, responses of 178 beginning secondary teachers who were graduates of the University were examined.

Results and Conclusions

"By deleting items loading on 2 or more factors, a 36-item Teacher Education Program Evaluation scale was reduced to 25 items with loadings on single factors. Factor analysis of the responses of...beginning elementary teachers revealed five factors accounting for 66.5% of total variance. Confirmatory factor analysis responses from...beginning secondary teachers resulted in a similar five factor solution... . Reliability estimates for the subscales ranged from .79 to .91 for elementary teachers, and from .67 to .93 for secondary teachers."

77-2. Davis, E.J. On teaching mathematics skills.

Purpose of the Study/Method

To determine the effects, if any, of varying the order of presentation of math information. A total of 24 sixth graders were divided into 2 matched groups and given instruction by two different teachers in "two different mathematical procedures." Each of the two procedures was presented in two lessons, with one lesson emphasizing "how to do the procedure and {the other emphasizing} why the procedure gave correct results." The HOW lesson was presented first for one procedure and the WHY lesson was presented first for the other procedure. The actual lesson's effects were controlled by switching the order of presentation. The entire treatment period covered 8 school days.

Results and Conclusions

"Results...revealed that there were no significant differences for HOW-WHY vs. WHY-HOW treatments in speed, accuracy, knowledge or transfer ability." "From an academic standpoint, both teaching strategies were successful." It was also noted that "class control (discipline) was more difficult for both teachers in the WHY-HOW treatments," as opposed to the HOW-WHY treatments.

77-6. Ellett, C.D. & Masters, J.A. The structure of teacher attitudes toward dimensions of their working environment: A factor analysis of the "School Survey" and its implications for instrument validity.

Purpose of the Study/Method

"To report on a large-scale factor analysis of the School Survey (SS) contributed by 958 teachers in the State of Georgia in 43 elementary schools. In addition, supplemental analyses attempted to demonstrate that a simpler structure of the {SS} would establish higher criterion-related validity coefficients than the original structure." Variations in school size and socio-economic status (SES) were also evaluated in terms of how they affected validity measurements.

Results and Conclusions

The original structure of the SS instrument was found to have higher validity than the simpler structure attempted in this study. Controlling for variations in school size and SES were contradictory and inconclusive. Implications for further research were also discussed.

77-7. Ellett, C.D., Payne, D.A., Masters, J.A., & Pool, J.E. The relationship between teacher and student assessments of school environment characteristics and school outcome variables.

Purpose of the Study/Method

To examine "the relationships between student and teacher assessments of various dimensions of the school climate/learning environment and work attitudes respectively, and school outcome variables. Based on a sample of 35 elementary and 10 secondary schools {in Georgia} comprising 1,300 teachers and 6,963 students, correlation coefficients were computed to establish what the authors consider a 'consequence validation' of the environmental measures in terms of student achievement and school average daily attendance figures."

Results and Conclusions

"The results {are} discussed by way of their implications for arranging more adequate educational environments for optimizing school outcomes at the elementary and secondary levels. Some elementary and secondary differences among environmental measure/outcome variables were noted. In addition, the relative independence of the student and teacher instruments was emphasized, and suggestions given for the use of Average Daily Attendance as an 'outcome' rather than a 'mediating' variable in future predictive studies."

77-11. Gruber, E. & Lorentz, J.L. The effects of an inservice creativity work-shop on teachers and their students.

Purpose of the Study/Method

"To examine the effects of an Affective and Creative Education in-service program on teacher attitudes and subsequent changes in student attitudes and creativity...{and} to consider whether a workshop in affect/creativity would result in changes in teacher openness, student creativity and student self-concept." "The subjects...were 18 first grade teachers {and their students} from Carrollton and Carroll County, Georgia who volunteered to participate. Instruments used were: I Feel-Me Feel (IFMF), Torrance Tests of Creative Thinking (TTCT) and the Rokeach Dogmatism Scale (RDS)." These tests were administered to the subjects both before and after the workshop and scores were subsequently compared to assess any significant changes.

Results and Conclusions

"The results indicate that there {was} no significant impact of the workshop on either teachers or their students." However, it was noted that further investigation is needed to examine the effects of the variables such as: "size of the workshop, duration of the workshop, and specific activities {carried on in the workshop}."

77-12. Hawn, H.C., Ellett, C.D. & Johnson, C.E. Personal-social and intellectual factors relating to success in college for teacher education students.

Purpose of the Study/Method

To determine the relationship between personal characteristics of students entering teacher education programs, and subsequent success in college. The following measures were obtained for 70 graduating female students in teacher education: California Test of Mental Maturity (CTMM); Scholastic Aptitude Test (SAT); Sixteen Personality Factor Questionnaire (16PF); high school grade point average (HSGPA); and college grade point average (CGPA).

Results and Conclusions

SAT mathematics scores and four 16 PF factors, in combination, accounted for approximately 35% of CGPA variance, while more traditional predictors of college success (HSGPA, CTMM and SAT verbal score) did not account for significant amounts of variance in CGPA.

77-14. Isaacson, S. Personnel training to facilitate mainstreaming: Design of instruction for classroom teachers serving handicapped children.

Purpose of the Study/Method

To describe steps followed in identifying "teacher competencies critical to working with handicapped children." Resource room teachers in Jackson County evaluated competencies drawn from many different lists of competencies from several sources throughout the nation. Other competencies were added to the final list by these teachers, as well as by the author. This was done "as part of a project to develop an in-service teacher education program." Many other project activities are also discussed.

Results and Conclusions

"Five competencies were selected which include: flexibility in carrying out instructional programs, sensitivity to and acceptance of individual differences in children, and individualizing instruction based on prescription and consideration for the child's abilities as well as disabilities." Various curriculum and teacher training activities are also evaluated.

77-18. Lorentz, J.L. Affective correlates of classroom behavior among primary-level students.

Purpose of the Study/Method

To present "the steps taken in the development of scoring keys for a student affect measure and {to describe} some of the relationships between this measure and measures of teacher behavior." The I Feel-Me Feel (IFMF) instrument was administered twice to students in grades 1-3 in Carroll County's Competency Based Teacher Certification Project (CBTC), once in Fall, 1974, and once in Spring, 1975. New subscales for scoring the IFMF were developed by the CBTC staff, using the data from these subjects' responses.

Results and Conclusions

Several findings related to teacher behavior are reported. For example, it was found that the "independence {of students}...is related to individualized treatment by the teacher." Several unexpected and somewhat contradictory results are also reported. The author concludes that "...the use of an affective measure among primary-level students can produce stable indices of student attitude. These indices can serve as useful outcome measures in process-product studies."

77-19. Lorentz, J.L. The development of measures of teacher effectiveness from multiple measures of student growth.

Purpose of the Study/Method

"To decide the steps taken in the reduction of student data and describe some of the simple (zero-order) relationships between student growth and the teacher competency measures in the first year (1974-75) sample." Data were "collected as part of the Carroll County, Georgia, Competency Based Teacher Certification Project." More than 1300 students in 43 classrooms during the 1975-76 school year were used. The data "were reduced to classroom-level indices so that process-product relationships could be examined."

Results and Conclusions

The statistical techniques used in the data reduction are discussed in detail, along with the difficulties encountered in using different computer analyses. It was noted that 72% of the significant correlations between competency and achievement gains were negative. "That is, those teachers who were observed to exhibit high levels of some 'competencies' had low achieving students, and vice-versa." This finding "should be taken as a clear-cut mandate to reexamine our educational thinking" and these "data will provide valuable input to further analyses in this regard." It was stated "that indices of student achievement, coping style and affect can be developed as correlates of teacher effectiveness."

77-27. Simpson, R.D. & Brown, D.R. Validating science teaching competencies using the Delphi method.

Purpose of the Study/Method

To validate competencies associated with science teaching by using the Delphi method. This method involves the following steps carried out by independent experts from almost every phase of science teaching: 1) evaluating and making additions to a list of competencies and 2) re-evaluating this list after a central panel has compiled results from the first step. More rounds of these steps can be done, if necessary. In this study, a total of 60 science educators from Georgia and Colorado served as evaluators of the competencies previously identified by the National Science Teachers Association (NSTA).

Results and Conclusions

It was found that the Delphi method was successful in moving a step closer to validation of science teaching competencies. Also, "...investigators in this study identified seven common factors that appeared to underlie the {total} of 46 items that were analyzed." The factors may aid in specifying and evaluating "...some of the most important {science} teaching skills."

76-1. Berryman, C., Hunnicutt, R. & Schneider, D. Relationship of student teaching performance and selected variables for students completing initial teacher certification programs in social science education at the University of Georgia.

Purpose of the Study/Method

To obtain information concerning the Scholastic Aptitude Test (SAT) and National Teachers Examination (NTE) mean scores of 87 Social Science Education graduating seniors and compare these scores with those of other students at the University, regionally, and nationally; and to determine if the current GPA admission requirement was effective in predicting student teaching performance.

Results and Conclusions

1) Findings related to SAT scores could not be considered valid and reliable due to missing data. The subjects' mean NTE Common score was significantly higher than the 1975 National Mean.

2) "In faculty ratings of 102 student teachers in 1975-76, 83 were rated as excellent or good and likely to be found satisfactory by any school system. The remaining 19 were inadequate, met minimal standards, or had limitations that made them unsuitable for some situations." At the time this study was done, the minimum GPA required for admission was 2.20. As a result of this study, the minimum GPA requirement was raised to 2.50 and the failure rate of student teachers dropped from 6-8%/yr. to 0% to date.

76-6. Coker, H. & Lorentz, J.L. Growth in reading as a correlate of student classroom behavior.

Purpose of the Study/Method

The purpose of the study was "...to examine the relationships between observed classroom behavior, specifically student Coping Style and student growth in Reading." The sample consisted of 27 teachers of grades 3 through 8, for whom Reading was a major subject taught. The following measures were administered to students: the Iowa Tests of Basic Skills (ITBS), Reading Comprehension subtests; and the Coping Analysis Schedule for Educational Settings (CASES). Pretests were administered in the Fall and posttests were administered the following Spring. The approximately 600 students were observed using the CASES, once in the Fall and again in the Spring.

Results and Conclusions

Findings revealed that "...differences in classroom setting will interact with student behavior and that differences in student Coping Style will result in differences in achievement." It was found that "In the Teacher-Directed Setting sample, both Fall and Spring Other-directed, Task-oriented...and Fall and Spring Compliant...behaviors emerged...as significant...predictors of Spring Reading achievement." For the Program Directed Setting group, it was found that "...low Passive, Withdrawn... behavior and low Inappropriately Self-directed...behavior both appeared as significant predictors." Implications for teacher intervention are noted.

76-7. Cryan, J.R., Johnson, C.E. & Hawn, H.C. Second report of the
*(a) committee on program research and evaluation.

Purpose of the Study/Method

To investigate the social and personal values of students entering the Elementary Education Division at the University of Georgia, using Rokeach's Value Survey. Data were collected in group testing sessions for 137 undergraduate students (of whom four were male). Findings for these students were then compared with scores for a sample of female students reported by the National Opinion Research Center, and another sample of males and females from an unspecified college.

Results and Conclusions

Numerous similarities were found in comparing scores for entering students, with the two other samples. "Family Security" and "Self-Respect" are among the most important values for all three groups, for example. The authors conclude that "...a cluster analysis of data...might become important in describing values which would be associated with effective teaching, in identifying needs of prospective teachers from a value perspective, and in planning a teacher education program to meet those needs."

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*This is a review of one of eight studies contained in this reference.

76-7. Cryan, J.R., Johnson, C.E. & Hawn, H.C. Second report of the
*(b) committee on program research and evaluation.

Purpose of the Study/Method

To investigate the personality characteristics of students being admitted to the Elementary Education Division programs in teacher preparation at the University of Georgia. Data were collected during group testing sessions for 103 female undergraduate students, using the Sixteen Personality Factor Questionnaire. Results were compared with normative data for 1280 female elementary school teachers.

Results and Conclusions

Georgia students achieved scores within the "normal" range. At the same time, this sample differed from the normative group as follows: "(a) on ten of the characteristics, the entering students rate above the classroom teachers; and (b) on three of the characteristics, the discrepancy between mean scores for the teacher group is approximately one or more stens. This suggests a difference of one-half of one point standard deviation between the distributions."

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*This is a review of one of eight studies contained in this reference.

76-7. Cryan, J.R., Johnson, C.E. & Hawn, H.C. Second report of the
*(c) committee on program research and evaluation.

Purpose of the Study/Method

To investigate the degree of flexibility characterizing the belief system of undergraduate students being admitted to Elementary Education Division programs in teacher preparation at the University of Georgia. The Rokeach Dogmatism Scale was administered during group testing sessions to 102 students. Scores for this sample were compared with those of a group of 154 undergraduate and graduate education students at the University of Wisconsin.

Results and Conclusions

It was found that "...a difference of approximately six points exists between the mean scores for the two groups. It is anticipated that the use of the D Scale with this same group of entering students, over a period of years, will provide useful information when combined with other data."

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[*] This is a review of one of eight studies contained in this reference.

76-7. Cryan, J.R., Johnson, C.E. & Hawn, H.C. Second report of the
*(d) committee on program research and evaluation.

Purpose of the Study/Method

To investigate perceptions of concepts associated with teaching as a profession, for students entering the Elementary Education Division programs in teacher preparation at the University of Georgia. The University of Georgia Semantic-Differential Inventory was administered to 137 undergraduate students (of whom four were male) during group testing sessions.

Results and Conclusions

Examining mean scores, it was found that "...students entering the Division generally ranked the concepts higher in the evaluation and activity dimensions than in the potency dimension. This could be interpreted to indicate that students perceived educational concepts as relating more to goodness and energy than to influence or authority. This did not hold for 'Pupil Discipline in the Schools' or for 'Principal's Role in the Schools'... ."

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*This is a review of one of eight studies contained in this reference.

76-7. *(e) Cryan, J.R., Johnson, C.E. & Hawn, H.C. Second report of the committee on program research and evaluation.

Purpose of the Study/Method

To investigate the intellectual abilities of undergraduate students being admitted to the Elementary Education Division programs in teacher preparation at the University of Georgia. The California Test of Mental Maturity was administered to 130 students during group testing sessions. Scores were compared with the national norms for adults.

Results and Conclusions

"Percentiles show that the means of the raw scores for the University of Georgia student group fall well within the upper quartile of the national adult population distribution on all variables except those concerned with reasoning, where they border the quartile minimum by only a few points. In addition, I.Q. equivalents are well above the midpoint for the factors of language (114) and non-language (114) and for the combined indicator (117)."

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*This is a review of one of eight studies contained in this reference.

76-7. Cryan, J.R., Johnson, C.E. & Hawn, H.C. Second report of the
*(f) committee on program research and evaluation.

Purpose of the Study/Method

To investigate the educational beliefs of students entering the Elementary Education Division programs in teacher preparation at the University of Georgia. The Teacher Practices Inventory was administered during group testing sessions to 102 undergraduate students. Results were compared with scores for a sample of 154 undergraduate and graduate education students at the University of Wisconsin.

Results and Conclusions

The mean of the Wisconsin students was 16 points higher than the mean of the Georgia students. The Wisconsin group, however, was comprised of students in professional education programs, some of whom had had teaching experience, while the Georgia students were just entering professional education programs. Longitudinal investigation was expected to yield more meaningful information.

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*This is a review of one of eight studies contained in this reference.

76-7. Cryan, J.R., Johnson, C.E. & Hawn, H.C. Second report of the
*(g) committee on program research and evaluation.

Purpose of the Study/Method

To investigate the personal beliefs of undergraduate students being admitted to Elementary Education Division programs in teacher preparation at the University of Georgia. The Personal Beliefs Inventory was administered to 102 students, measuring the level of agreements or disparity between the individual's beliefs and the philosophy of John Dewey. Scores were compared with those of a sample of 154 undergraduate and graduate education students at the University of Wisconsin.

Results and Conclusions

It was found that "...the mean of the Georgia group is well below the mean of the Wisconsin group. However, all of the students in the Wisconsin group were in professional education programs, and some even had teaching experience; while those in the Georgia group were just entering professional education programs... . It is anticipated that more meaningful comparisons will become possible as these entering students complete their preparatory programs and move into teaching positions."

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*This is a review of one of eight studies contained in this reference.

76-7. Cryan, J.R., Johnson, C.E. & Hawn, H.C. Second report of the
*(h) committee on program research and evaluation.

Purpose of the Study/Method

To obtain descriptive data (biographic, demographic, etc.) on undergraduate students entering the Elementary Education Division programs in teacher preparation at the University of Georgia. Data were collected on 137 students, using the University of Georgia Entering Student Information Inventory.

Results and Conclusions

Findings include the following:

"a. Most of the students (95%) are single, white females, nineteen years of age or younger. (There were only 4 male students and 4 black students.)

b. Slightly more than half of the students (54%) were born in Georgia; only 19% were born outside the Southeast."

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[*] This is a review of one of eight studies contained in this reference.

76-11. Flowers, J. Teaching graduates' perceptions of competency-based and conventional elementary teacher education programs at the University of Georgia.

Purpose of the Study/Method

To evaluate both the Competency Based Teacher Education program (CBTE) and the conventional education program (N-CBTE) at the University of Georgia (UGA) for prospective elementary school teachers. "Samples for the study were 35 CBTE and 35 N-CBTE teaching graduates (i.e., UGA alumni who began teaching in 1974 and 1969, respectively)." In 1975, CBTE teaching graduates responded to the Teaching Graduates Questionnaire (TGQ-II) and the Instructional Staff Performance Scale (ISPS), in order to evaluate their teaching preparation at UGA. In 1970, N-CBTE teaching graduates responded to an instrument (unidentified) similar to the TGQ-II, also to evaluate their preparation for teaching at UGA. After data were collected from the CBTE teaching graduates in 1975, their perceptions were compared with those gathered from the N-CBTE teaching graduates in 1970.

Results and Conclusions

The following are highlights drawn from the large number of findings: 1) "Although there are no major weaknesses, the CBTE program can be improved by providing more practical methods courses and information on discipline"; and 2) CBTE teaching graduates are more satisfied with their jobs, feel more accepted by parents, and evaluate their preparation for teaching more highly, than the N-CBTE teaching graduates. Based on these very limited data, the CBTE program appears to be an improvement over the earlier conventional program.

76-14. Goldberg, R.E. A comparison of CBTE and conventional teacher education programs.

Purpose of the Study/Method

The purpose of the study was "...to determine (1) how elementary school principals evaluated CBTE and conventional undergraduate teacher education programs; (2) how teachers who completed the CBTE program evaluated their preparation for teaching; and finally, (3) how teachers who completed the conventional teacher education program evaluated their preparation for teaching." The sample was comprised of 235 elementary school teachers "...who had graduated from a large university teacher education program in 1973 and 1974, and the {245} school principals for whom they worked." A 15-item inventory was constructed for use in this study, "...to reflect major components of elementary school teaching... ."

Results and Conclusions

(1) "The two groups of principals seemed to view the undergraduate preparation of their teachers similarly."

(2) "The teacher groups {CBTE and conventional teacher education} viewed their preparations differently, indicating unique program emphasis."

(3) "While it appears that each undergraduate teacher education program has its unique emphasis, the programs appear to be viewed by the teachers as being similar in net results: that of preparing them for the classroom.

76-16. May, D.H. & Crawley, F.E. Assessment of the effects of the competency based teacher education experience on the acquisition of a teaching model.

Purpose of the Study/Method

"To develop an instrument capable of assessing the effect of the classroom teacher's model of teaching upon the model acquired by the student." Data were gathered {in 1976} from Level I interns, student teachers, and cooperating teachers in the competency based teacher education program at the University of Georgia. Pre- and post-data were obtained from Level I interns; a single sampling of responses was collected from student teachers and cooperating teachers. An instrument assessing three major kinds of competencies was devised which employed "a Likert-type scale...to indicate the extent to which an individual's model was teacher-, class-, or student-centered."

Results and Conclusions

"Numerous findings were made that indicate that the instrument was sensitive enough to measure changes. Among these results was that student teachers view the relationship between instructional and interpersonal models of teaching as similar whereas Level I interns see them as unrelated and cooperating teachers were uncertain as to the relationship between the two teaching models."

76-17. Moore, C.A. Evaluation of the preservice secondary English education program at the University of Georgia.

Purpose of the Study/Method

"To evaluate the pre-service Secondary English Education Program at the University of Georgia (UGA)." Subjects were 40 teacher candidates who had been in the training program in 1975 and 1976. Their on-the-job competency was assessed by use of the following instruments: the Minnesota Teacher Attitude Inventory (MTAI), the Fundamental Interpersonal Relation Orientation-Behavior (FIROB), the T-C Progress Report Form (T-C PRF), the Department English Education Test (DEET), and the Inventory of Student Perception of Instruction (ISPI). A follow-up study was also conducted.

Results and Conclusions

"In general, the results of this study indicate that the field center program makes a significant contribution to the performance of the teacher candidates and that the teacher candidates rate the program favorably. Secondly, although there are some relationships between the predictor and criterion measures, no single instrument by itself can serve either function. Finally, those graduates included in the follow-up study of the program have become successful teachers."

76-20. Prather, J.E. & Smith, G. Faculty grading patterns.

Purpose of the Study/Method

"To provide insight into faculty grading practices at Georgia State University (GSU) and to provide additional information and data that will aid decision-making concerning the question of grading standards." The relationships between faculty characteristics and grades assigned, as well as the course patterns in grades, were investigated. These variables were examined in "more than 2,000 courses for Fall Quarter, 1974," by examining and comparing grade records and faculty demographic data.

Results and Conclusions

Specific undergraduate and graduate courses at GSU having proportionately higher or lower grades were identified. Instructor variables affecting disproportionate grade assignments included: age, experience, rank, and full or part-time status. Other variables affecting grade assignments were class size, year level of courses (freshman, sophomore, etc.) and curriculum area of courses.

76-22. Scott, O. Teachers' observed behaviors and students' appraisals of instruction in twenty-four fourth and fifth grade classrooms.

Purpose of the Study/Method

To examine the relationship between teacher behavior and pupils' appraisal of instruction. Twenty-four teachers were observed using the Classroom Observation Record. Their 683 fourth and fifth grade students' perceptions of instruction were measured by the Inventory of Students' Perceptions of Instruction.

Results and Conclusions

Significant correlations were found between "...teachers' systematic, organized behavior [and]...students' positive motivation, understanding of subject matter, and attitude about grading but no correlations were found between teachers' warm, friendly behavior and students' attitude about instruction or teachers' creative behavior and such attitudes."

77-26. Scott, O., Perrodin, A.F. & Schnittjer, C. The stability of students' appraisals of college instruction: A further look.

Purpose of the Study/Method

"To obtain student appraisal and reappraisal data for a group of college instructors, to compute and compare {three different statistical techniques of analysis on} selected appraisal items and to make some suggestions which may aid college administrators who are using students' appraisals of instruction in decisions relating to tenure, merit salary raises and promotions." The University of Georgia Faculty-Course Evaluation Form (FCEF) was investigated by examining the responses of 540 students under 34 different teachers at the University of Georgia. Students anonymously answered the questions of the FCEF at the end of the quarter in order to evaluate their courses and instructors. Three weeks later, these students made the same evaluations again and their two set of responses were then compared. Of the three statistical analyses that were used in these comparisons, one was the most frequently used technique at UGA and the other two were alternate techniques which the authors hoped would be more effective.

Results and Conclusions

The three different techniques were found to yield conflicting results and the two alternate techniques were recommended to replace the one currently in use. "Illustrative data are presented highlighting differences in the interpretation of these measures and some additional suggestions are made relevant to the administrative use of students' appraisals of instruction." The investigators argue strongly for better statistical analyses of student evaluations, such as the ones they present, since these evaluations influence serious administrative decisions about college instructors' pay and positions.

75-3. Eds, F. & Hogan, D. University of Georgia, Division of Vocational Education. Competencies and assessment behaviors for vocational specialists coordinating the education of handicapped learners in the vocational education awareness program.

Purpose of the Study/Method

"To identify a list of pedagogical competencies and evaluative criteria based on the performance requirements of the vocational specialists who coordinate the education of handicapped learners in Georgia's new secondary level Vocational Education Awareness Program (VEAP). Performance roles which served as a basis for competency categorization were developed from the job description for vocational specialists." Twenty-two Vocational Specialists responded to two sets of questionnaires developed for the VEAP.

Results and Conclusions

A total of 10 different performance roles for Vocational Specialists were identified and a total of 187 competencies were rated and categorized into one of the 10 roles. Of the 187 competencies, "the top 25% were contained in Role 1, and the third largest were contained in Role 3." A great deal more detailed information gathered from the questionnaires is also discussed, and recommendations for further research are presented.

75-7. Elmore, R.F. & Cromartie, S.W. Teacher perceptions of and reactions to field based programs in early childhood, elementary, and middle education at the University of Georgia.

Purpose of the Study/Method

To describe the data gathered from a survey on "classroom teachers' perceptions of and reactions to {certain} field based programs" conducted through the University of Georgia. "These programs required the assignment of teams of professors and students to local elementary schools for work with classroom teachers and pupils." "The {13} schools were divided into three categories: centers for competency based teacher education, field experience centers, and teacher corps centers." These undergraduate programs were evaluated at the finish of the 1974 academic year by means of a questionnaire administered to all participants.

Results and Conclusions

"Response to the survey indicated the following reactions: (1) teachers perceived the field-centered programs to be beneficial and well operated; (2) teachers felt the programs benefited pupils in that greater individualization of learning was possible and that teachers themselves were frequently stimulated by the presence of college personnel; (3) students enjoyed their...experiences; (4)...classroom teachers felt that student teachers frequently taught well and related well to pupils."

75-12. Project CLASS Evaluation Report.

Purpose of the Study/Method

To evaluate the Coordinated Learning Activities for School Staff Project (CLASS), which "is a program of field-based individualized professional training for teachers." "The major objectives of Project CLASS {here} has been...to improve participating teachers' skills" in various cognitive and affective areas of concern to the staff of Berrien County schools. The project was carried out from January through June of 1975, in Berrien County, Georgia. Selected teachers and their students in this district were the subjects. In assessing the project, three major measures were given to the subjects both before and after institution of the project. These measures were: the Project CLASS Competency Checklist (PCCC), the Minnesota Teacher Attitude Inventory (MTAI), and "a locally constructed Student Evaluation instrument."

Results and Conclusions

"These data reveal that although teachers' attitudes and students' evaluation of instruction changed in a positive direction, the degree of these changes was not great enough to be considered significant." "In short, participants' behaviors were changed after participation but attitudes of teachers and student perception of atmosphere and teaching were not changed significantly."

74-1. Buff, J.F., Shearron, G.F. & Johnson, C.E. Competencies for teacher educators.

Purpose of the Study/Method

"This study sought to identify and verify competencies for teacher educators. The general procedure used was to survey teacher educators currently engaged in operational CBTE programs as to their perceptions of the competencies needed to successfully implement a CBTE program." The Delphi Technique was utilized as a means of achieving consensus, by evaluating responses to four rounds of questionnaires. The University of Georgia was one of nine participating institutions. Each dean or department head nominated 3 individuals to respond to the questionnaires, and 23 of the 27 nominees agreed to respond.

Results and Conclusions

Twenty-five of 63 statements of teacher educator competencies, classified into four areas of competence, were judged to be most important. With regard to the use of the Delphi Technique to achieve consensus, it was found that the "average standard deviation decreased from .69 in round two to .52 in round four." In addition, "The competencies identified in the study indicate that the role of teacher educators in a CBTE program requires skill in: program development; human relations; evaluation of both students and programs; relating theory to practice; and modeling appropriate teaching behavior."

74-2. Coker, H. & Coker, J.G. The prediction of large group rankings of teacher competencies through the use of small group consensus.

Purpose of the Study/Method

To investigate whether or not a small group could be used to rank teacher competencies using lists of such competencies drawn from literature in the field. This would be much more economical than having the total faculty in a school district make the rankings or make an entirely new list of competencies. Small groups consisted of Carroll County teachers and administrators, as well as some staff from West Georgia College. Total groups consisted of all the faculty and administrators in Carroll County. Two different lists of competencies, one from Florida and one from Houston, were ranked independently by two small groups in 1973. Their rankings were compared with the rankings of the total group.

Results and Conclusions

For both the Florida and the Houston lists, "the composite rankings {by the small groups} were highly successful predictors of the rankings by the total group." Thus, a small representative group within a school district can select teacher competencies for the entire faculty, thereby saving much unnecessary time and expense.

74-5. Elmore, R. An analysis of change in a competency based teacher education program at the University of Georgia.

Purpose of the Study/Method

To determine the effects of a competency based teacher education (CBTE) program at the University of Georgia. The sample consisted of 34 junior and senior elementary education majors. The following measures were used: Dimensions of Teachers' Beliefs; Tennessee Self Concept instrument; a Semantic Differential instrument; and the National Teachers' Examination. Some measures were administered using a pretest-posttest design, and some were administered only at the end of the program.

Results and Conclusions

"The results indicate that the teachers' beliefs were for the most part unchanged by the CBTE program. Only in one dimension, 'Child Centeredness,' was there a significant change. CBTE students valued 'Child Centeredness' less at the end of the program than at the beginning. Other results were that students' self-concepts were not changed by the CBTE program, students' attitudes toward the program were positive, and students' NTE scores were not significantly different from those of students in the conventional programs within the college."

74-13. Scott, O., Halpin, G., and Schnittjer, C. Relationships between students' perceptions of college instruction and selected students' characteristics.

Purpose of the Study/Method

To determine the relationship between "...student characteristics of sex, creativity, life history, and academic achievement and students' perceptions of six aspects of college instruction--instructional objectives, human relations, use of instructional resources, motivation, content meaningfulness, and measurement and evaluation." The sample consisted of "...51 male and 133 female undergraduate students enrolled in six educational psychology classes taught by 3 male and 3 female instructors. Subjects completed each of the following: the Inventory of Student Perceptions of Instruction...; the Torrance Tests of Creative Thinking...; the What Kind of Person Are You? inventory; and the Autobiographical Data Booklet, Form B... . In addition, the students' sex,...cumulative college grade point average (GPA) and final grade in the class were obtained... ."

Results and Conclusions

Sex and academic achievement of students showed significant relationship to student perceptions of instruction. "Females perceived their motivation more favorably and meaningfulness of content less favorably than did males. For the males, academic achievement was significantly related to perception of instruction with grade point average and human relations making the largest relative contribution to the relationship."

73-1. Bledsoe, J.C. The prediction of teacher competence: A comparison of two multivariate statistical techniques.

Purpose of the Study/Method

To compare predictions of the teaching performance of 415 beginning teachers as obtained by multiple regression and discriminant analysis. The sample was divided into six groups--five from specialized subject areas and one heterogeneous group. Predictions of teacher competence (as measured by the total Classroom Observation Record) were compared for 25 variables from four teacher self-reports and the Pupil Observation Report.

Results and Conclusions

Both multiple regression and discriminant analysis yielded better predictions of teacher competence, when teachers were separated by teaching field. "The optimum regression equations as well as the order in which the variables discriminated and predicted were unique to each field."

73-2. Chissom, B.S. & Morris, J.E. Development of an automated system for evaluation of student teacher effectiveness.

Purpose of the Study/Method

"To develop a system for the evaluation of student teachers, employing automated data processing as an integral part of the system. This system employed data gathered from four sources: (1) Public School Pupils, Grades 7-12; (2) Student Teachers; (3) Supervising Teachers; (4) College Supervisors." Except for the pupils, all sources (i.e., subjects) were associated with Georgia Southern College. The major source of information consisted of the pupils taught by the student teachers. "This source constituted a large volume of evaluation information that had to be processed through the use of several automated procedures." A new evaluation instrument was developed to be given to all subjects, but the title of this instrument is not given.

Results and Conclusions

"Results of the project compared the several sources of data, and indicated the relative effectiveness of each. The feedback provided from the evaluation information was used to identify strengths and weaknesses of individual student teachers and, cumulatively, to evaluate the total student teacher program. Finally,...information was obtained about the effectiveness of student teachers in working with black, white, male and female students. As a result of this project, an automated system for gathering and analyzing a large amount of data is available to evaluate the effectiveness of student teaching."

73-3. Lukers, T.B. Student perceptions of instruction as a function of teacher change orientation and student feedback: An exploratory study.

Purpose of the Study/Method

To examine the associations among: students' perceptions of instruction; teachers' change orientation; and students' feedback to teachers in Georgia's Area Vocational-Technical (Voc-Tec) Schools. Subjects were 737 Voc-Tec teachers and their students. Two matched experimental groups were formed by 16 High Change Orientation (HCO) and 16 Low Change Orientation (LCO) teachers, as measured by the Instrument to Measure the Change Orientation of Vocational Teachers (COI). The other 705 teachers were used as a control group. Students' feedback was obtained from the Inventory of Student Perceptions of Instruction (ISPI) and another unspecified test. Except for the control group, teacher groups were given student feedback from both a pretest and a posttest. Pre- and post-test data were then analyzed.

Results and Conclusions

Findings showed "...this study produced no evidence that feedback, teacher change orientation, or interaction between the two, affects the students' average perceptions of...classroom instruction." However, it was noted that students of HCO teachers perceived their classes as having more favorable human relations and more meaningful instruction. Also, no association was found "between student attitude toward the subject being taught and student perceptions of teachers' use of materials and resources."

72-2. Gordon, E.W., et al. Project Success Environment (Atlanta, Georgia).

Purpose of the Study/Method

To assess the effects of Project Success Environment, which was carried out in the East Atlanta District V school system. A total of 55 teachers and their students, all predominately black, participated in the project. A three-part teaching technique was used, consisting of "a reinforcement system, a special classroom arrangement, and a success curriculum." It was hoped "that if inner city children {could} experience success rather than failure in the school environment, they {would} be able to accomplish more academically." The California Achievement Tests and the California Short-Form Test of Mental Maturity (CTMM) were given to the students before and after the project was implemented to assess gains, and other unspecified instruments were used to evaluate the teachers' and students' behavior. These data were compared with data from control groups in regular classrooms.

Results and Conclusions

Findings showed that pupils in grades 3, 4 and 6 made significant gains in IQ as measured by the CTMM; project teachers spent significantly more time with small groups and individuals, and reinforced pupils significantly more often than did controls; project pupils exhibited significantly more on-task behaviors, as well as significantly less disruptive behavior, than controls; project pupils showed greater achievement gains than controls across several grades and subject areas, with the lower grades making the largest gains; pupils who participated in the project longer made the largest overall gains. Thus, the author concludes: "This exemplary program has achieved improved academic performance, more positive learning behavior, changed techniques of teaching, and {improved} strategies for inservice training of teachers."

71-1. Bledsoe, J.C., Brown, I.D. & Strickland, A.D. Factors related to pupil observation reports of teachers and attitudes toward their teacher.

Purpose of the Study/Method

To investigate the relationship of pupil ratings of teachers to specific pupil and teacher characteristics. The sample consisted of 4,368 high school pupils and 180 of their teachers. The Pupil Observation Report (POSR) and the Scale for Measuring Attitudes Toward Any Teacher (SMAT) were administered to classes taught by English, math, science and social studies teachers. The study is an offshoot of the University of Georgia research project and the Bledsoe and Brown (1968) study.

Results and Conclusions

"Among numerous significant differences were the consistent patterns of higher course marks with more favorable pupil perceptions. High ability groups had more favorable perceptions. Science teachers consistently received the lowest ratings, and teachers with the least and the most experience were perceived more favorably [in general]... . Teachers above the age of 35 received lower ratings than those below 35." Pupil sex and pupil age showed significant interactions with pupil perceptions of teachers.

70-1. Bruce, R.E. Instructional improvement in middle and junior high grades for 250 teachers of disadvantaged students in ten rural, isolated, majority Negro Georgia school districts.

Purpose of the Study/Method

To describe the effects of a year-long project which "sought improvement for teachers of disadvantaged students. Some 120 teachers in 10 local school systems received personal, concerned and professional assistance... {while working in} rural, isolated, majority Negro" Georgia schools. Instruments used in assessing the effects of the project follow: Tennessee Self Concept Scale (TSCS), Organizational Climate Description Questionnaire (OCDQ), Measures of Attitudes (MA), Objectives of Programs for the Disadvantaged (OPD), and Program Practices for Disadvantaged Children (PPDC).

Results and Conclusions

"Results from the {TSCS}...suggest that the teachers served gained positive attitudes about themselves. The major strength of the project lay in its conduct in the field rather than under laboratory conditions." Other numerous results are also discussed. In addition, the authors feel that "this type of instructional support must be continued if the gains {in overall teacher improvement and satisfaction}...are to be preserved and, certainly, if further progress is to be made."

70-2. Campbell, K.C. An evaluation of the undergraduate elementary and early childhood teacher education program at the University of Georgia, based on a follow-up study of teaching graduates.

Purpose of the Study/Method

"To evaluate the University of Georgia's Elementary and Early Childhood Teacher Education Program through the teaching graduates' perceptions of their pre-service training and through their principals' perceptions of the graduates' teaching performance." Answers to the Teacher Graduates Questionnaire (TGQ) were obtained from a total of 15 Georgia teachers while their principals responded to the Principal Questionnaire. The results from the two groups were then compared.

Results and Conclusions

Among the many striking findings of this study were the following: 1. teaching graduates felt more time and diversity of experience was needed in student teaching, 2. the most serious problem of the teaching graduates was in trying to maintain discipline, and 3. teaching graduates with high standardized test scores and grade point averages tended to be evaluated more positively by all their supervisors during student teaching. Implications and recommendations, as well as suggestions for future research, are also discussed in detail.

70-6. Savage, K.D. The validity of teacher self-reports for predicting pupil and observer ratings of teacher performance.

Purpose of the Study/Method

To combine and reduce items from 4 tests in order to produce one test which could help to select candidates for teacher education programs. These 4 tests were: (1) the Index of Adjustment and Values (IAV), (2) the Teacher Characteristics Schedule (TCS), (3) the Teacher Practices Questionnaire (TPQ), and (4) the TERP Attitude Scale (TAS): Kerlinger's Educational Scale VII. Twelve factors underlying the 4 tests were identified which would predict effective teaching as measured by: the Classroom Observation Record (COR) and the Pupil Observation Survey Record (POSR). Subjects were a total of 330 "beginning elementary and secondary teachers who taught in Georgia during the academic year 1965-1966 or 1966-1967."

Results and Conclusions

"The instruments used in the study...may not be appropriate instruments for use in arriving at an instrument such as the one proposed in this study," since almost all of the findings were not statistically significant. It may also be inferred from these results that "what seems important to trained observers may not be important at all to the pupils." Further, "pupil's estimates of teaching effectiveness as judged by the POSR may be oriented more toward the teacher's pleasant disposition rather than 'effective teaching.'" Specific suggestions for avoiding the difficulties in this study are provided for future researchers of similar questions.

69-1. Bledsoe, J.C. & Crafton, A.D. The beginning teacher--What is he looking for?

Purpose of the Study/Method

"It was the purpose of this study to investigate selected factors to determine whether they are associated with satisfaction or dissatisfaction among beginning teachers and to compare the relative degree of association with satisfaction and dissatisfaction among these factors. A total of 108 variables distributed among the five areas listed below were considered: (1) General and Personal Characteristics; (2) Choice of Teaching as a Vocation; (3) Teacher Preparation Program; (4) Teaching Experience; (5) Plans for a Teaching Career." The Georgia Beginning Teacher Questionnaire was used. Comparisons were made for responses of 111 dissatisfied beginning teachers and 111 very satisfied beginning teachers.

Results and Conclusions

"The two groups were discriminated by 62 items with Choice of Vocation (3 of 5 items), Teacher Preparation Program (25 of 38 items), and Teaching as a Career (4 of 4 items) revealing greatest discriminating power. Satisfied teachers not only revealed greater identification with teaching as a career, but did in fact remain in teaching in significantly greater proportions the following year. Dissatisfied teachers seemed to project problems to others, whereas satisfied teachers were more likely to internalize difficulties and to have more realistic expectations."

69-5. McCommons, L.L. A study of student teacher perceptions of teacher preparation programs at the University of Georgia.

Purpose of the Study/Method

"To evaluate through the perceptions of student teachers the teacher preparation programs for undergraduates at the University of Georgia (UGA)." Subjects were 356 "...seniors at UGA who engaged in student teaching during spring quarter, 1968." They responded to the Georgia Study of Student Teachers Questionnaire (QueST) at the end of their practice teaching and these data were then analyzed.

Results and Conclusions

Among the major conclusions drawn from the findings were: 1) that most of the student teachers felt their preparation for teaching was acceptable, but that more guidance was needed in dealing with discipline, motivation and grading; and 2) that more practical courses, experiences and methods of instruction would improve the overall teacher preparation program. Numerous implications for teacher education at UGA and for future research are also discussed in detail.

69-11. White, W.F. Affective dimensions of teachers of disadvantaged children in six majority Negro school districts.

Purpose of the Study/Method

To assess the effects of participation in a summer institute on certain affective concepts held by participants. The institute was conducted at the University of Georgia (UGA) in 1969. Subjects were 144 teachers from 6 predominately black school districts in Georgia. Subjects were evaluated with the UGA Semantic Differential instrument before and after they attended the institute.

Results and Conclusions

Subjects showed significant change in four of the ten concepts measured as a result of attending the institute. Participants felt more positive toward black teachers and toward the summer institute. Also, it was noted that: "teachers developed more independence in their attitudes and possessed more ego strength in resolving feelings about teaching in disadvantaged areas; and...concepts of the white child and the Negro child reflected the concern of Federal programs for deprived children, regardless of race."

68-1. Bledsoe, J.C. & Brown, I.D. Role perceptions of secondary teachers as related to pupils' perceptions of teacher behavioral characteristics.

Purpose of the Study/Method

To investigate the relationship between role perceptions of secondary teachers and pupils' perceptions of teachers' classroom behavior, as a function of the following teacher variables: age; sex; teaching field; professional preparation; grade level; and teaching experience. Role expectations of 178 Georgia secondary teachers were measured by the Teacher Practices Questionnaire (TPQ). Student perceptions were measured by the Pupil Observation Survey (POSR) and A Scale for Measuring Attitude Toward Any Teacher (SMAT).

Results and Conclusions

"Science and mathematics teachers perceived the Advice-Information Giver Role as more important than did social studies teachers. Age and sex differentially influenced teachers' perceptions of the Motivator Role. Grade level and sex-by-field interaction produced significant differences in Disciplinarian Role. From pupils' viewpoint (POSR), the experienced teacher was more knowledgeable and poised than the beginning teacher. For Strict Control, sex, experience, field and sex-by-field interactions were significant. Pupils had more favorable attitudes toward women teachers."

68-4. Myers, R.E. Relationships of teacher orientations and effectiveness under inductive and deductive teaching methods.

Purpose of the Study/Method

To investigate the associations between "teacher orientations and effectiveness under inductive and deductive teaching methods." Subjects employed in the state of Georgia were a total of 341 first and fourth grade pupils and their teachers, in 3 school districts. Other school districts in California, Illinois, Michigan, and Missouri also participated. Teachers were assigned to teach the same lesson under either a deductive (controlled) or inductive (free) method. Their orientation toward more controlled or more free approaches to instruction were assessed with the Runner Inventory and other unspecified instruments. Their pupils' gain scores from pre-test and post-test data were also assessed.

Results and Conclusions

Findings showed: 1) "that there were no significant differences in achievement between the pupils of the teachers who taught deductively and the pupils of the teachers who taught inductively"; and 2) teachers who were assigned to a teaching technique which conflicted with their orientation were equally as effective as other teachers. Thus, "... little can be concluded from the findings of this study about the relationships of teacher orientations and pupil achievement." The author also notes that a fundamental difficulty lay in the use of instruments he constructed for this study, which were not sufficiently valid, reliable or powerful.

APPENDIX C

Summaries of Research Studies on Administrators

78-20. Hobbs, G.J. Perceived teacher satisfaction with leadership of selected black and white principals in Georgia high schools.

Purpose of the Study/Method

To examine "the relationship between the race of the high school principal and the perceived satisfaction with selected formal leadership processes as expressed by teachers in selected Georgia schools." "Twenty-eight Georgia school systems and 46 public high schools (23 high schools that employed black principals and 23 high schools that employed white principals for the 1977-78 school year) participated in the study." A total of 1,470 teachers filled out the Diagnostic Survey for Leadership Improvement (DSLI) in evaluation of their principals. The data were then analyzed for descriptive and predictive findings.

Results and Conclusions

The major conclusion of this study is as follows: "Superintendents and boards of education need not be reluctant to consider hiring qualified black high school principals in Georgia." Further, "hiring practices and trends at the state, regional and national levels which indicate a movement away from hiring black high school principals" should be reconsidered, since teacher satisfaction was not significantly related to the race of the principals. Implications and recommendations for further research are also discussed.

78-33. O'Quinn, B.B. Perceived teacher satisfaction with selected leadership behaviors of female as compared with male principals in selected Georgia elementary schools.

Purpose of the Study/Method

To investigate "the perceived teacher satisfaction with selected leadership behaviors of female as compared with male principals in selected Georgia elementary schools. Data were obtained through a stratified sample of 122 elementary schools located in 33 systems throughout the state." Teachers responded to questions on the Elementary School Form 43, Teachers Responding to Principals (ESF-TRP), in evaluation of their principals. These responses were then compared to discover any significant differences related to the sex of the principals and of the teachers.

Results and Conclusions

The primary finding "was that the sex of the leader does not seem to be the critical factor in providing leadership in Georgia elementary schools." However, it was found "that male teachers are more satisfied than female teachers with the leadership of female principals {and}...that male teachers are more satisfied with female principals than with male principals." Recommendations for further research are also included.

77-3. Ellet, C.D. Teacher assessments of principals' performances: Their validity and independence of school size and SES characteristics. CCBC Notebook.

Purpose of the Study/Method

"To summarize the development and validation of a teacher instrument to assess the competencies of principals. The general model of Project R.O.M.E. {Results Oriented Management in Education} employed in the validation effort is presented." This article is based on the same data collected from the same subjects and instruments found in the two articles listed elsewhere (Payne et al., 1977 and Ellett et al., 1977). A complex statistical consequence validation procedure was carried out to determine what relationships exist between school environment characteristics, other school variables, and principal competencies.

Results and Conclusions

"Data reported in this paper support the assumption of the consequence validation paradigm proposed, in that teachers, in fact, view the principal as impacting on them and multiple dimensions of their working environment." The findings also provide "strong support for the general validity of teachers' ratings of principals' performances (competencies)." Detailed statistical techniques for this sort of validation procedure are discussed and various important implictions of using those techniques in future validation studies are presented.

77-5. Ellett, C.D. & McCoy, D.T. The effects of teacher anonymity on teacher attitudes toward characteristics of the school environment and principals' competencies: The immunity from persecution phenomenon.

Purpose of the Study/Method

"To assess the effects of teacher anonymity on their attitudes toward characteristics of their working environment and their ratings of principals' competencies." Instruments used were the School Survey (SS) and the Principal Performance Description Survey-Teacher Form (PPDS-T). "The sample for the study was derived from a 1974-76 large-scale field test of the Georgia Principal Assessment System (GPAS) designed to measure competencies developed through Project R.O.M.E. (Results Oriented Management in Education) at the University of Georgia." A total of 454 elementary and secondary school teachers filled out both instruments. Anonymous teachers' responses were compared to those of a random sample of the teachers who chose to supply all the background information requested.

Results and Conclusions

Anonymous teachers gave "significantly more negative responses...than teachers providing complete background information." This finding held true for both the SS and the PPDS-T. It was suggested that "the motive to remain or not remain anonymous may be instigated by the fear of being in a sense 'found out' by those being rated (in this case the principal himself), a general observation that might be termed the 'immunity from persecution phenomenon.'"

77-8. Ellett, C.D., Payne, D.A., & Pool, J.E. The development and consequence validation of a teacher instrument to assess competencies of public school principals.

Purpose of the Study/Method

To present "...the development and validation of a teacher instrument to assess competencies of principals in a variety of functional areas of administrative responsibility. The 117-item instrument was developed as part of a larger project aimed at designing a comprehensive assessment system for evaluating the competencies of public school principals in the State of Georgia. Using data from 1,300 teachers and 7,113 students in 35 elementary and 10 secondary schools, correlational analyses of competency assessments and school 'mediating' and 'outcome' variables were undertaken as a test of a general consequence validation paradigm."

Results and Conclusions

"Results generally supported the assumptions of the validation model, particularly for the elementary school sample. In addition, partial correlation analyses are summarized that lend support to the relative independence of the established relationships from school size and socio-economic status. Implications of the findings for those developing similar competency assessment instruments are discussed."

77-22. Payne, D.A., Ellett, C.D., Perkins, M.L. & Shellenberger, S.
The validity of student assessments of principals' competencies.
Journal of Educational Research.

Purpose of the Study/Method

To summarize data dealing with "the relationships between students' perceptions of 'verified' principal competencies and selected school climate indices and outcome variables." Data were collected in "35 elementary schools (3,350 fourth and sixth grade students), 10 secondary schools (3,613 eighth and eleventh grade students) and 1,145 teachers." In addition to the PPDS and the SS (see above), the Learning Environment Inventory (LEI), the My School (MS) inventory, the Iowa Test of Basic Skills (ITBS), and the Test of Academic Progress (TAP) were the instruments used. Ratings from each instrument were compared.

Results and Conclusions

In general, positive teacher attitudes and higher student achievement were "associated with students' reports of a low frequency of interaction with the principal." (This implies "that principal-student interaction is minimized in schools where teacher and student attitudes are positive and student achievement is high.") "Also, the more students perceived principals as effective and competent, the higher was their school attendance. Students' assessments of principals were more highly associated with all school environment measures than with students' academic achievement measures."

77-24. Person, W.A. Nonverbal sensitivity and perceived satisfaction with leadership of selected elementary school principals.

Purpose of the Study/Method

To determine which "correlations, if any, exist between the nonverbal sensitivity of selected elementary school principals and the perceived satisfaction of their respective teachers with the formal leadership provided by each principal." Twenty-eight principals in Georgia took the Profile of Nonverbal Sensitivity (PONS) test. These results were compared with the results gathered from 543 teachers' responses to the Diagnostic Survey for Leadership Improvement (DSLI).

Results and Conclusions

No significant relationship was found between teachers' satisfaction with their principals' leadership and the nonverbal sensitivity of the principals, as measured by the PONS. Several factors are suggested to account for this result and the major one noted was that "the overwhelming majority {of principals were} middle-aged white males." It is suggested that the homogeneity of this group reduced the amount of variance to such a low level that statistical significance could not be found. Ways to avoid this problem in future studies are presented.

76-8. Ellett, C.D. The continued refinement and development of the
*(a) Georgia principal assessment system and its application to a field-based training program for public school principals: Assessment design--procedures--instrumentation--field test results.

Purpose of the Study/Method

To establish the reliability of the My School (MS), the School Survey (SS), and the Principal Performance Description Survey-Teacher Form I (PPDS-TFI) instruments. Subjects were teachers and students in 45 Georgia schools participating in the Results Oriented Management in Education (R.O.M.E.) project during 1975-1976. Subjects' responses provided the data for a statistical evaluation of the internal consistency of these instruments.

Results and Conclusions

"Reliability estimates for the MS and SS instruments...{were found to be} 'acceptable' in terms of the purpose for which the instruments are being used, {although}...higher coefficients are desirable for each of the instruments." "Reliability estimates for the PPDS-TFI instrument were generally high, and most encouraging." Further related research needs and proposals are also discussed.

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*This is a review of one of three studies contained in this reference.

76-8. *(b) Ellett, C.D. The continued refinement and development of the Georgia principal assessment system and its application to a field-based training program for public school principals: Assessment design--procedures--instrumentation--field test results.

Purpose of the Study/Method

"To validate assessments of principal performances against meaningful school criteria." As part of the Results Oriented Management in Education (R.O.M.E.) project, the Georgia Principal Assessment System (GPAS) was field tested during the 1974-1975 project year. Subjects were students, teachers and principals in 45 Georgia schools participating in the R.O.M.E. project. Subjects' responses to "...items comprising the various forms of the Principal Performance Description Survey Form I (PPDS-FI) instruments...were correlated with all mediating and all outcome variables...{assessed by other instruments}." Individual items, sub-scales, and Functional Area Category Title (FACT) statements were thus evaluated for predictive validity.

Results and Conclusions

"Validation analyses for ratings of a wide variety of principal performance indicator statements, competency 'composites,' and FACT 'competencies' have yielded data demonstrating the predictive validity of GPAS input variables, as well as the 'predictability' of GPAS mediating and outcome variables from these assessments." It is also noted that further research and refinement of the items will be made, so that the "...final form of the PPDS instruments will contain only those items (statements of principal behavior) demonstrated through research to be related to meaningful school criterion variables."

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*This is a review of one of three studies contained in this reference.

76-8. Ellett, C.D. The continued refinement and development of the
*(c) Georgia principal assessment system and its application to a field-based training program for public school principals: Assessment design--procedures--instrumentation--field test results.

Purpose of the Study/Method

"To examine the dimensional structure of two of the Georgia Principal Assessment System (GPAS) mediating variable measures, the Learning Environment Inventory (LEI) and the School Survey (SS),...{in order to reduce} the total number of scales and items on these instruments." Subjects were 4,465 secondary students in 45 schools participating in the Results Oriented Management in Education project during 1975-1976. Their responses to the LEI and the SS were studied using factor analysis techniques.

Results and Conclusions

The findings "...indicate that item and scale revision for the two instruments is probably needed, in addition to a 'renaming' of the factors (perceptions) the two instruments purportedly measure. Since further evaluation of the LEI and the SS as they stand is needed, "a reduction in the scales and items of these instruments will most probably not be made when field testing the assessment system during the 1976-1977 project year."

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*This is a review of one of three studies contained in this reference.

76-21. Rundle, F.W. School size and perceived satisfaction with leadership.

Purpose of the Study/Method

"To examine the relationship between school size and perceived satisfaction with leadership as measured by Mullen's (1975) Diagnostic Survey for Leadership Improvement (DSLI)." Data were gathered from DSLI protocols from "students, teachers, department heads, counselors, and assistant principals in 40 public secondary schools from across the United States." These data were originally part of a project conducted through the National Institute of Education and the University of Georgia (NIE/UGA). The project title was "A National Diagnostic Study of the Human Organization in Schools." Data were analyzed by means of both parametric and non-parametric techniques.

Results and Conclusions

"The major conclusion {is}...that size does not affect members' (i.e., students, teachers, etc.) perceived satisfaction with formal leadership." The author states, however, that various problems and limitations associated with this study may have caused spurious results, so that there may actually be significantly lower satisfaction with formal leadership in larger schools.

75-9. Payne, D.A., Ellett, C.D., Perkins, M.L., Klein, A., & Shellen-
*(a) berger, S. *The verification and validation of principal competencies and performance indicators: Assessment design--procedures--instrumentation-field test results.*

Purpose of the Study/Method

One purpose of this study was "to develop a set of high priority competency indicators..." for school principals. The sample consisted of Georgia principals from throughout the state. Using 885 performance indicators classified by six administrative operations, the study attempted "to select for instrument development purposes all indicators which had been judged by at least 50% of the principals surveyed as *essential*, as well as those indicators rated by at least 90% of the principals as either *essential* or *highly desirable*."

Results and Conclusions

Three hundred and thirty-eight indicators met the selection criteria, with "...Support Management and School-Community Interface Functional Areas having received the lowest frequency nomination as being *essential* and/or *highly desirable* in terms of a principal's on-the-job performance. Looking at the Administrative Operations category...Communicating activities are...judged as being extremely important in implementing a school program."

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*This is a review of one of two studies contained in this reference.

75-9 *(b) Payne, D.A., Ellett, C.D., Perkins, M.L., Klein, A., & Shellenberger, S. The verification and validation of principal competencies and performance indicators: Assessment design--procedures--instrumentation-field test results.

Purpose of the Study/Method

One purpose of this study was to "...validate high-priority administrator competencies and performance indicators against meaningful outcome measures" by field-testing the Georgia Principal Assessment System. Forty-five Georgia public schools participated (10 secondary, 35 elementary) from two counties, including 45 superintendents and principals, 1200 teachers, 3500 elementary students, 3500 secondary students, and numbers of central office personnel. Student data were collected in large group sessions. Almost all instruments were administered to the remaining subject population on a "take home" basis.

Results and Conclusions

1. "In general, validity for the various Principal Performance Description Survey measures was greatest for the elementary school sample. ...The data do indicate that there exist obvious differences between elementary and secondary schools with regard to the administrative competencies needed to provide effective school leadership... .
2. "Ratings of the EFFECTIVENESS with which principals perform certain competencies were generally more valid than ratings of the FREQUENCY with which principals perform certain competencies... .
3. "Teacher ratings...of principal competencies and performance indicators were by far the most valid predictors, regardless of the nature of the criterion variables."

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*This is a review of one of two studies contained in this reference.

74-3. Ellett, C.D., Pool, J.E., & Hill, A.S. A time-motion study of principals in Thomas County, Georgia. CCBC Notebook.

Purpose of the Study/Method

To investigate "procedures and processes used in the systematic observation of principals' routine daily functioning on the job in Thomas County, Georgia. The study presents a pilot effort to attain a non-evaluative description of real principal behavior and to collect information useful in understanding methodological problems arising from direct behavioral observation studies. Using six trained observers as data collectors, continuous observational records of principal performances were made for a period of one week. Behavioral descriptions were classified according to Functional Areas of Responsibility of the Rome Competency Classification Model." Subjects included six principals in Thomas County.

Results and Conclusions

"Data were analyzed to exhibit the relative percentage of time spent in activities synonymous with various principal responsibilities and duties deemed important by those writing about the principalship." For example, "...the Functional Areas of Student Personnel, Staff Personnel, and Support Management received the highest weekly totals {in terms of time spent in such activities}, followed by School-Community Interface, Curriculum and Instruction, and Fiscal Management respectively."

72-3. Greer, J.T. & Mullen, D.J. A status survey of the elementary school assistant principalship in Georgia, 1971.

Purpose of the Study/Method

"To find out more about the assistant principal in Georgia and how he compares to his counterparts throughout the country." The following areas were investigated: "characteristics of assistant principals, experience and preparation, working conditions, major functions and financial status." Subjects were 185 assistant principals in Georgia elementary schools during 1971. Subjects' responses to a questionnaire were compiled and compared with a national survey of assistant principals of elementary schools, who answered the same questionnaire.

Results and Conclusions

"In summary, the Georgia elementary school principal in a quantitative sense lags behind his national counterpart in almost every area of the survey. He has identity problems, his responsibilities are often unclear, he most often teaches a good deal of the time, he does not receive the physical niceties of administration, he does not have clerical support and he is not paid very much." A strong argument is also presented for professional organizations to "take appropriate action to make the assistant principalship a vital force in Georgia."

70-3. Jarvis, O.T., Parker, C.A. & Moore, A.A. A status survey of the elementary school principalship in Georgia, 1969.

Purpose of the Study/Method

"To obtain some measure of the various titles and the types of principals (in Georgia elementary schools), to describe their professional and personal characteristics, to explore their duties and functions and to obtain their opinions with regard to certain school practices." A questionnaire was sent to 980 elementary school principals in 1969 as part of a cooperative effort by the Department of Educational Administration at the University of Georgia and the Georgia Department of Elementary School Principals. "There was a 62 percent response to the survey instrument with equal representation from all ten of the congressional districts in the state."

Results and Conclusions

"The survey identifies certain personal and professional characteristics of the elementary school principal and the practices under which the principalship operates. Topics discussed include: (1) characteristics of principals; (2) professional preparation and certification; (3) job satisfaction, financial status, and working conditions; (4) administrative and supervisory practices; and (5) school-community relations, professional activities and evaluation of selected programs."

APPENDIX D

Classification Tables for Research on Teachers With Related Explanatory Notes

Georgia Research Studies on Teachers Classified by Periods of Professional Development and Variables Investigated

Variables Investigated	PERIODS OF PROFESSIONAL DEVELOPMENT						
	Pre-College	I.H.L. Lower Division	I.H.L. Upper Division	Graduate	Initial Professional Experience (first 3 years)	Professional Experience	Total
Personal Characteristics							
Personal-Social		79-5	74-5, 78-17, 78-13, 79-5		69-1 73-1		7
Affective		79-5	78-13, 78-17, 79-5		78-19	68-4 78-19	7
Intellectual Abilities	77-12	76-7	76-1, 76-7, 77-12				5
Basic Literacy							
Physical							
Creative/ Artistic							
Cognitive Characteristics							
General Education	77-12		76-1, 77-12, 78-13				4
Knowledge of Academic Major							
Knowledge of Teaching Field							
Knowledge about Teaching			74-5, 78-17				2
Teaching Performance							
Planning Instruction			79-7		76-14	77-2, 76-22	4
Instructing			79-7	76-6	76-6, 76-14	77-2	5
Managing Instruction			79-7	73-3+, 76-6	76-6, 76-14		5
Providing the Learning Environment				73-3+		72-2, 76-22	3
Evaluating the Learner				76-20*	76-20*	76-20*	3
Evaluating the Program			69-5, 76-17, 75-7, 79-1		70-2, 76-11, 76-17	70-1, 70-2, 75-7	10
Professional Conduct							
Educational Attitudes							
Attitude toward Preparation as a Teacher			69-5, 76-17, 74-5, 79-7		69-1, 76-11 76-14, 76-17		8
Attitude toward Professional Responsibilities							
Attitude toward Learners				73-3+		68-4, 69-11	3
Attitude toward Teaching and Learning		76-7, 76-16	74-5, 76-7,76-16, 78-13, 78-17	73-3+	68-1, 69-1, 78-19	68-1, 68-4, 76-16, 78-19	15
Attitude toward Self Development							
Attitude toward School District Leadership							
TOTAL	2	5	31	7	19	17	81

Note: Studies that investigate a wide variety of teacher variables are contained in a separate listing. Such studies include general surveys to identify teacher competencies, studies examining non-professionals' perceptions of teachers, and studies investigating the characteristics of performance assessment instruments.

*College Faculty +Vocational Technical School Instructors

VARIABLES INVESTIGATED IN GEORGIA RESEARCH STUDIES ON TEACHERS

I. Personal Characteristics

A. Personal-Social

1. Social judgment
2. Enthusiasm
3. Empathy
4. Sense of humor
5. Courteousness
6. Appearance (attire)
7. Adaptability
8. Self-awareness

B. Affective

1. Attitudes
2. Interests
3. Beliefs
4. Values

C. Intellectual Abilities

1. Intelligence
2. Creativity/Resourcefulness
3. Problem solving
4. Alertness (decisiveness, intuitiveness, sensitivity)

D. Basic Literacy

1. Reading
2. Handwriting
3. Arithmetic
4. Speech (clarity, pronunciation, enunciation, etc.)
5. Speaking (oral verbal expression)
6. Written communication
7. Reading diagrams, charts, maps, etc.
8. Making drawings such as diagrams, charts, and maps
9. Listening comprehension (understanding what he is told)
10. Using resource materials to answer questions

E. Physical

1. Height
2. Weight
3. Strength
4. Stamina
5. Hearing
6. Visual acuity (correctable)
7. Color discrimination
8. Appearance -- physical being
9. Physical hygiene (cleanliness)

F. Creative/Artistic

1. Musical talent
2. Artistic (painting, drawing, etc.) talent
3. Rhythmic (dance) talent
4. Literary talent

II. Cognitive Characteristics

A. General Education (IHL)

1. Communication skills
2. Quantitative skills
3. Knowledge of social environment
4. Knowledge of physical environment
5. Artistic skills and appreciation

B. Knowledge of Academic Major

(Scholarship in college subjects related to teaching area[s])

C. Knowledge of Teaching Field

(Knowledge of teaching major as needed especially for teaching given population)

D. Knowledge about Teaching

1. Educational psychology
2. Educational philosophy
3. Educational sociology
4. Methods and techniques
5. Measurement and evaluation

III. Teaching Performance

A. Planning Instruction

1. Plans instruction to achieve selected objectives
2. Organizes instruction to take into account individual differences among learners

B. Instructing

1. Uses instructional techniques, methods and media related to the objectives
2. Communicates with learners both orally and in writing
3. Demonstrates an understanding of the school subject being taught

C. Managing Instruction

1. Organizes time, space, materials and equipment for instruction
2. Adjusts instruction to changes in conditions

D. Providing the Learning Environment

  1. Demonstrates enthusiasm for teaching and learning and the subject being taught
  2. Helps learners develop positive concepts of themselves
  3. Manages classroom interactions

E. Evaluating the Learner

  1. Obtains and uses information about the needs and progress of individual learners
  2. Refers learners with special problems to specialists

F. Evaluating the Program

  1. Obtains and uses information about the effectiveness of instruction to revise it if necessary.

G. Professional Conduct

  1. Meets professional responsibilities
  2. Engages in professional self-improvement

IV. Educational Attitudes (values, beliefs, etc.)

A. Attitude toward Preparation as a Teacher

B. Attitude toward Professional Responsibilities

C. Attitude toward Learners

D. Attitude toward Teaching and Learning

E. Attitude toward Self-Development

F. Attitude toward School District Leadership

Studies Investigating a Wide Variety of Teacher Variables

	General Surveys	Studies Measuring Perceptions and Attitudes of Non-Professionals Relative to Characteristics of Teachers	Studies Investigating Characteristics of Performance Assessment Instruments	
	73-2, 75-12, 78-1 74-1, 77-7, 78-31 74-2, 77-14 75-3, 77-27	68-1, 75-12, 77-18 71-1, 76-22 73-2, 77-7 74-13*,77-11	70-6, 78-5, 78-30, 77-1, 78-6(I,II,III,IV), 78-32, 77-6, 78-7*, 78-34 77-18, 78-9, (I,II,III) 77-19, 78-14, 77-26*, 78-15, 78-4, 78-16,	
Totals	10	9	22	41

*College Faculty

Studies Investigating a Wide Variety of Teacher Variables

1. General Surveys: Studies identifying and classifying human characteristics, environmental elements, or other such variables (i.e., identifying teacher competencies).

2. Studies Measuring Perceptions and Attitudes of Non-Professionals Relative to Characteristics of Teachers: i.e., pupil perceptions of teachers.

3. Studies Investigating Characteristics of Performance Assessment Instruments: Studies examining the reliability and validity of performance assessment instruments.

Georgia Research Relative to Teachers
Classified by Two Dimensions of Research Design

RESEARCH DESIGN	Ethnographic	Simple Descriptive	Comparative Descriptive	Experimental	Instrument Development	Survey	Totals
Cross-Sectional		69-5	68-1, 69-1, 71-1, 73-1, 74-13*, 76-1, 76-7(a-h), 76-11, 76-14 76-16, 76-20*, 76-22, 77-11, 77-12, 78-17, 78-19, 79-1, 79-5, 79-7	77-2	77-1 77-6 78-5 78-6(I,II,III,IV) 78-7 78-9 78-14 78-15 78-16	75-3, 78-1	42
Longitudinal: Short-Term		69-11	68-4, 74-5 70-1, 76-6	73-3+	77-18, 77-26* 77-19, 78-32, 78-34 (I,II,III)	73-2, 77-7, 75-12,78-31	17
Long-Term		76-17	78-13		70-6, 78-30	72-2, 75-7	6
Other			70-2		78-4	74-1*, 77-14, 74-2, 77-27	6
Totals		3	32	2	22	12	71

*College Faculty +Vocational Technical School Instructors

Research Design Categories

1. Ethnographic Studies: Theory based studies utilizing techniques such as interviews and field observations (i.e., descriptive case studies).
2. Simple Descriptive Studies: Studies with the intent of describing characteristics of a single group under investigation.
3. Comparative Descriptive Studies: Studies examining relationships between variables or comparing two or more groups on one or more variables.
4. Experimental Studies: Studies in which a treatment is administered to an experimental group and comparisons are made with an appropriate control group.
5. Instrument Development Studies: Studies investigating the validity or reliability of measurement instruments.
6. Survey Studies: Studies identifying and classifying human characteristics, environmental elements, or other such variables.

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1. Cross-Sectional Research: Studies in which a measurement or observation is made at one point in time.
2. Short-Term Longitudinal Research: Studies in which a measurement or observation is made and a follow-up measurement or observation occurs within one year.
3. Long-Term Longitudinal Research: Studies in which a measurement or observation is made and a follow-up measurement or observation occurs, one year or more later.
4. Other: Studies in which the research design employed could not comfortably be categorized as either cross-sectional or longitudinal.

APPENDIX E

Classification Tables for Research on Administrators with Related Explanatory Notes

Georgia Research Studies on Administrators Classified by Periods of Professional Development and Variables Investigated

	PERIODS OF PROFESSIONAL DEVELOPMENT						
Variables Investigated	Pre-College	I.H.L. Lower Division	I.H.L. Upper Division	Graduate	Initial Professional Experience (first 3 years)	Professional Experience	Total
Personal Characteristics							
Personal-Social						77-24	1
Affective						77-24	1
Intellectual Abilities							
Basic Literacy							
Physical							
Creative/ Artistic							
Cognitive Characteristics							
General Education							
Knowledge of Academic Major							
Knowledge of Teaching Field							
Knowledge about Teaching							
Administrative Performance							
Curriculum/ Instruction						74-3, 78-20 78-33	3
Pupil and/or Staff Personnel						74-3, 78-20 78-33	3
School/Community Relations						74-3	1
School Operation and Management						74-3, 78-20 78-33	3
Educational Attitudes							
Attitude toward Preparation as a Teacher							
Attitude toward Professional Responsibilities							
Attitude toward Learners							
Attitude toward Teaching and Learning							
Attitude toward Self Development							
Attitude toward School District Leadership							
TOTAL						12	12

Note: Studies that investigate a wide variety of administrator variables are contained in a separate listing. Such studies include general surveys to identify administrator competencies, studies examining non-professionals' perceptions of administrators, and studies investigating the characteristics of performance assessment instruments.

VARIABLES INVESTIGATED IN GEORGIA RESEARCH STUDIES ON ADMINISTRATORS

I. Personal Characteristics

A. Personal-Social

1. Social judgment
2. Enthusiasm
3. Empathy
4. Sense of humor
5. Courteousness
6. Appearance (attire)
7. Adaptability
8. Self-awareness

B. Affective

1. Attitudes
2. Interests
3. Beliefs
4. Values

C. Intellectual Abilities

1. Intelligence
2. Creativity/Resourcefulness
3. Problem solving
4. Alertness (decisiveness, intuitiveness, sensitivity)

D. Basic Literacy

1. Reading
2. Handwriting
3. Arithmetic
4. Speech (clarity, pronunciation, enunciation, etc.)
5. Speaking (oral verbal expression)
6. Written communication
7. Reading diagrams, charts, maps, etc.
8. Making drawings such as diagrams, charts, and maps
9. Listening comprehension (understanding what he is told)
10. Using resource materials to answer questions

E. Physical

1. Height
2. Weight
3. Strength
4. Stamina
5. Hearing
6. Visual acuity (correctable)
7. Color discrimination
8. Appearance -- physical being
9. Physical hygiene (cleanliness)

F. Creative/Artistic

1. Musical talent
2. Artistic (painting, drawing, etc.) talent
3. Rhythmic (dance) talent
4. Literary talent

II. Cognitive Characteristics

A. General Education (IHL)

1. Communication skills
2. Quantitative skills
3. Knowledge of social environment
4. Knowledge of physical environment
5. Artistic skills and appreciation

B. Knowledge of Academic Major

(Scholarship in college subjects related to teaching area[s])

C. Knowledge of Teaching Field

(Knowledge of teaching major as needed especially for teaching given population)

D. Knowledge about Teaching

1. Educational pyschology
2. Educational philosophy
3. Educational sociology
4. Methods and techniques
5. Measurement and evaluation

III. Administrative Performance

A. Curriculum/Instruction

1. Includes interests of students in designing new curricula
2. Establishes curriculum committees to plan for the use of instructional materials
3. Periodically assesses the effectiveness of teaching methods
4. Designs instructional objectives in line with system-wide instructional goals

B. Pupil and/or Staff Personnel

1. Assigns decision-making tasks to lower staff commensurate with their organizational responsibility
2. Invites staff participation in decision making concerning school policies
3. Plans an adequate counseling program for students using school counselors and/or academic advisors

    4. Supports school activities program by active participation and attendance

  C. School/Community Relations

    1. Develops communication channels with parents and local community

  D. School Operation and Management

    1. Makes recommendations to superintendent concerning tenure or dismissal of staff members
    2. Organizes school staff in order to implement educational goals of the school system
    3. Supervises maintenance personnel in operating the physical plant

IV. Educational Attitudes (values, beliefs, etc.)

  A. Attitude toward Preparation as a Teacher

  B. Attitude toward Professional Responsibilities

  C. Attitude toward Learners

  D. Attitude toward Teaching and Learning

  E. Attitude toward Self-Development

  F. Attitude toward School District Leadership

Studies Investigating a Wide Variety of Administrator Variables

	General Surveys	Studies Measuring Perceptions and Attitudes of Non-Professionals Relative to Characteristics of Administrators	Studies Investigating Characteristics of Performance Assessment Instruments	
	70-3 72-3 75-9a 76-21	76-21	75-9b, 77-8, 77-3, 77-22, 77-5, 76-8(a,b,c)	
Totals	4	1	8	13

Studies Investigating a Wide Variety of Administrator Variables

1. General Surveys: Studies identifying and classifying human characteristics, environmental elements, or other such variables (i.e., identifying administrator competencies).

2. Studies Measuring Perceptions and Attitudes of Non-Professionals Relative to Characteristics of Administrators: i.e., pupil perceptions of administrators.

3. Studies Investigating Characteristics of Performance Assessment Instruments: Studies examining the reliability and validity of performance assessment instruments.

Georgia Research Relative to Administrators
Classified by Two Dimensions of Research Design

RESEARCH DESIGN	Ethnographic	Simple Descriptive	Comparative Descriptive	Experimental	Instrument Development	Survey	Totals
Cross-Sectional		74-3	77-24 78-20 78-33		75-9b 77-3 77-5 77-8 77-22	70-3 72-3 75-9a 76-21	13
Longitudinal: Short-Term					76-8(a,b,c)		3
Long-Term							
Other							
Totals		1	3		8	4	16

Research Design Categories

1. Ethnographic Studies: Theory based studies utilizing techniques such as interviews and field observations (i.e., descriptive case studies).
2. Simple Descriptive Studies: Studies with the intent of describing characteristics of a single group under investigation.
3. Comparative Descriptive Studies: Studies examining relationships between variables or comparing two or more groups on one or more variables.
4. Experimental Studies: Studies in which a treatment is administered to an experimental group and comparisons are made with an appropriate control group.
5. Instrument Development Studies: Studies investigating the validity or reliability of measurement instruments.
6. Survey Studies: Studies identifying and classifying human characteristics, environmental elements, or other such variables.

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1. Cross-Sectional Research: Studies in which a measurement or observation is made at one point in time.
2. Short-Term Longitudinal Research: Studies in which a measurement or observation is made and a follow-up measurement or observation occurs within one year.
3. Long-Term Longitudinal Research: Studies in which a measurement or observation is made and a follow-up measurement or observation occurs, one year or more later.
4. Other: Studies in which the research design employed could not comfortably be categorized as either cross-sectional or longitudinal.

APPENDIX F

Descriptive Summaries of Professional Preparation Projects in Education

Project: University of Georgia, Program Research and Evaluation Committee

Purpose and Description:

Established in the fall of 1974 in the Elementary Education Division of the College of Education at the University of Georgia, the Program Research and Evaluation Committee was established "...to investigate the effectiveness of the teacher education programs of the Division." PRECO grew out of an awareness that standards for teacher preparation lacked a sound research base and that a plan for longitudinal research and evaluation was needed.

"During the Fall Quarter, 1974, a testing program was started for all students who were entering the Division of Elementary, Early Childhood, and Middle School Education for undergraduate study." The following measures were administered: California Test of Mental Maturity; Value Survey; Sixteen Personality Factor Test; Personal Beliefs Inventory; Teacher Practices Inventory; Dogmatism Scale; University of Georgia Semantic Differential; and University of Georgia Entering Student Information Inventory.

Personal characteristics of 137 undergraduate students entering the Elementary Education Division at the University of Georgia in the fall quarter 1974, and in the subsequent winter and spring quarters, were studied (see summary in Chapter 8). While it was believed that findings lacked "predictive power" at this time, it was anticipated that on a longitudinal basis it might be "...possible to identify specific personality characteristics which tend to be associated with effective and ineffective teaching of particular subject matter and/or classes of learners."

Project: Special Education Competencies for Teachers (SECT), Metropolitan CESA of Atlanta

Purpose and Description:

The purpose of this project was "to identify, verify and assess teacher competencies in special education." Project SECT was carried out by the Metropolitan Cooperative Educational Service from 1977-1978. "The first year of the project was preceded by a six-month planning effort which was devoted to the following tasks: 1) creating a working list of competencies and a competency hierarchy; 2) developing a Teacher Competency Rating Opinnionaire reflecting the range of hierarchy of the competencies; 3) holding workshops at which local special and regular educators rated competencies using the opinionnaire; and 4) determining which competencies were felt by special educators to be most critical to producing positive pupil outcomes (competency verification)."

During the first year of the project, the major efforts were to "develop prototypic instruments and methods to assess the competencies judged critical {and to} pilot test instruments and methods using the local special education community." After pilot testing, revisions were made in the instruments developed. Thus based on contributions of teacher experts, the Classroom Observation Scales (COBS) instrument was formed.

During the second year of the project, the COBS was used in conjunction with the Beginning Teacher Assessment Instrument (BTAI). While both measures were developed in Georgia for the evaluation of special education teachers for certification, the BTAI was generated by research experts. The COBS and the BTAI were thus combined in order to devise a more accurate and unbiased evaluation tool. After three extensive research studies were conducted to validate and refine items taken from both instruments, the

Special Education Competencies for Teachers (SECT) Assessment Instrument was completed.

In general, it was concluded that special education teachers do have certain competencies in common with regular classroom teachers, so that their performances may be evaluated by some of the same means. But it was also concluded that their responsibilities do require additional independent assessments, such as those included in the SECT instrument.

Project: **The Carroll County Competency Based Teacher Certification (CBTE) Project**

Purpose and Description:

The purpose of this 5 year project (1974-1979) was "to develop an alternate approach to the certification of teachers other than the approval of transcripts...or [approval] of programs offered by institutions engaged in teacher preparation." Toward this end, the project sought to "identify a set of 'generic competencies' and to validate them in terms of student growth."

Seven major decisions were made and carried out in the implementation of the project: 1) "to have the teachers themselves identify broad competency areas"; 2) "to try out only behavioral indicators (i.e., competencies) that had been identified beforehand as promising instead of blindly testing all possible indicators"; 3) "not to attempt to construct an observation instrument specially designed to measure these behavioral indicators, but to select a small number of tested instruments"; 4) "that the instruments would be low-inference rather than high-inference"; 5) "to select as consultants a group of qualified active educational researchers from the area of teacher observation"; 6) "to assess pupil outcomes and the presence or absence of these teachers' behaviors through observation in the natural setting over a full school year"; and 7) "to base each indicator on more than one single item whenever possible."

The 5 instruments used were: the Observation Schedule and Record Form 5 Verbal (OScAR 5V), the Spaulding Teacher Activity Rating Schedule (STARS), the Florida Climate and Control System (FLACCS), the Teacher Practices Observation Record (TPOR), and the Coping Analysis Schedule for Educational Settings (CASES). Items from these 5 instruments were "reduced

...into a composite instrument called {the} Georgia Assessment of Teacher Effectiveness (GATE)." The project trained regular classroom teachers to use the GATE to rate other teachers' performances, and it was concluded that this is a very effective procedure.

In general, the project was successful in developing an on-the-job model for evaluating teacher effectiveness. Therefore, the directors hope that this model will provide a viable alternative to current certification methods.

Project: Counselor Education Project, ESEA Title IV, Pioneer CESA of Cleveland, Georgia

Purpose and Description:

The purpose of this 5-year project (July, 1973 to June, 1978) was to develop "a competency-based system for the certification of school counselors in Georgia." After 7 major premises for the project were identified, a 6-phase set of procedures was developed and implemented as follows: 1) Phase 1 involved a year-long needs assessment; 2) Phase 2 involved developing a school counseling model; 3) Phase 3 involved verifying competencies contained in the model; 4) Phase 4 involved developing competency assessment procedures, including measurement instruments; 5) Phase 5 involved developing training modules for the competencies; 6) Phase 6 involved field testing of the model procedures for feasibility.

"All efforts culminated in a certification model which provides a candidate for professional certification an opportunity to demonstrate essential knowledge and performance competencies." This model consists of 3 parts: 1) Data Collection related to the job performance of employed counselors; 2) Evaluation of the job performance data; and 3) Prescription of staff development activities for the candidates' areas of weakness.

In addition to other detailed materials and measurement devices, the Georgia School Counselor Competency Examination was developed to "measure an individual's acquisition of basic knowledge competencies needed to perform on the job." Methods for gathering reliability and validity data on this instrument in the future are specified.

Project: The Georgia Educational Model, University of Georgia

Purpose and Description:

The purpose of this project was to produce a model for the "preservice and inservice training of elementary teachers. Teacher performance behaviors and a teacher job analysis provided the foundation on which the model was built. System analysis was the technique utilized for the program." The project began in 1968 and continued through 1973.

"The rationale for the development of the model was based on the hypothesis that an effective teacher education program is built upon the job which the teacher performs. The sequential development of goals, objectives, and pupil learning behaviors for the elementary school provided a primary basis for ascertaining teacher behaviors and, consequently, analyzing teacher jobs at four levels: teacher aide, teaching assistant, elementary teacher, and specialist."

"Finally, teacher performance specifications were developed that provide the objectives and content for the program. The project produced performance specifications for teacher competencies plus specifications for the selection of candidates, for program evaluation, and for implementation of the program including individualized curriculum guides (proficiency modules), laboratory facilities, orientation programs, and extensive administration reorganization. (ED 018 677 summarizes the nine modules.)"

Project: Teacher Assessment Project (TAP), University of Georgia

Purpose and Description:

The purpose of TAP is to generate "a set of minimum competency performance assessment instruments for teachers which is adequately valid and reliable to be used as a basis for teacher certification." The project was awarded to the College of Education at the University of Georgia during 1976 and is still in operation. Because no appropriate instruments existed which could measure the effectiveness of teachers' performance, the thrust of the project's first phase was to make "a search for what the teaching profession could agree upon as the generally applicable competencies essential to effective instruction. This initial study systematically obtained consensus from over 4,500 professional educators. The subsequent phases of the project's activities have been focused on designing performance assessment instruments based on the identified core of competencies, developing those instruments into effective tools, piloting them, and revising them according to feedback received from piloting activities."

"Because specialized preparation was found to be necessary for effective use of the instruments, the Project has developed a training program complete with manuals, videotapes and reporting systems to prepare data collectors to use these instruments in assessing beginning teachers for the State Department of Education. As the program emerges, there are already well in excess of 1,000 trained data collectors prepared to use the instruments."

"At the present time the instruments are in their third revision and the project's research efforts appear to have established that the TPAI are sufficiently valid and reliable for the purpose for which they were intended. Currently, the instruments are being used throughout Georgia for inservice education purposes in local educational agencies, and in the majority of Georgia's colleges and universities as guides for the assessment of student teachers." They are known collectively as the Teacher Performance Assessment Instruments (TPAI). Much additional information has been gathered and organized by the project, such as compiling and reviewing a thorough bibliography of relevant research conducted to date in the state of Georgia.

Project: Results Oriented Management in Education (R.O.M.E.), University of Georgia

Purpose and Description:

The purpose of this 5-year project (1973-1978) was to conduct a wide-ranging investigation of "the relationships between competency-based education concepts and the training of public school principals." Project R.O.M.E. was conducted by University of Georgia researchers in conjunction with Thomas County school personnel. The project was "actively involved in the identification and development, professional verification, and validation of competencies and performance indicators for building level administrators in the State of Georgia." Specifically, during the first year, "major activities were concentrated in three broad areas: 1) the development of a list of competencies for building level administrators classified by major functional areas of administrative responsibility, 2) the development of a prototypic instructional module for school planning activities, and 3) the development of an administrative assessment system for measuring competencies of public school principals." Six documents were produced to describe these activities.

"During the 1974-1975 project year 338 competencies of school principals surviving a statewide verification survey were utilized in the development of a comprehensive competency-based assessment system which was field tested in 45 schools in...Georgia." This system was titled the Georgia Principal Assessment System (GPAS) and three volumes were written describing its development.

In the third year, "two major components emerged. The first of these was the initial development and implementation of a field-based training program for 6th year certification credit for active school principals at Valdosta State College, Valdosta, Georgia." This program was entitled FOCUS (Field-Oriented Competency Utilization System). The second component of the third project year "was the continued refinement and development of the GPAS at the University of Georgia through the collection of an initial data base to be used for future competency validation research." Several additional reports and documents, as well as a manual for the GPAS, were produced during the final year of the project. In addition, final forms of the Principal Performance Description Survey (PPDS) instruments were developed: Principal Form, Teacher Form, External Observer Form. The GPAS and the FOCUS program were implemented during the final project year (1977-1978) with approximately 135 school administrators in 3 regional centers in Georgia. The two components (FOCUS/GPAS) developed with the ROME project represent a performance appraisal/staff development system aimed at school improvement for school principals.